

ЄВІ з англійської мови

*Посібник для підготовки
до вступу в магістратуру*



Pathway to Master's

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Pathway to Master's

**Харків
«Право»
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Посібник містить практичний матеріал для підготовки до Єдиного вступного іспиту з англійської мови до магістратури: тести у форматі ЄВІ за темами, лексичні завдання за темами, граматичні таблиці та тестові завдання з граматики, відповіді до тестових завдань. Формат, тематика та послідовність матеріалу сприяють формуванню вмінь та навичок, які необхідні для успішного виконання екзаменаційних завдань.

Для студентів закладів вищої освіти, викладачів та широкого читачького загалу.

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Module 1

People and Personalities.

Lifestyles

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

You Are What You Think You Are

1. _____

It is very common for teenagers to have a negative image of their own bodies. They insist they are hopelessly ugly, no matter how much their parents and friends tell them otherwise! Magazine problem pages and Internet blogs are full of agonized accounts. The young people who write them are convinced they are unattractive and therefore unloved and rejected by others.

2. _____

Why do teenagers see themselves in an unflattering way? The fact is, puberty has a lot to do with it. During your early teens, the body is preparing itself for adulthood. New chemicals are moving around the body as it adjusts to adult hormone levels. The body alters its shape, sometimes resulting in puppy fat. Skin problems such as acne are also common. Teens are affected psychologically too. They become confused and anxious about their changing appearance. This in turn can lead to feelings of insecurity and low self-esteem.

3. _____

Nor is the situation helped by the media. Young people are bombarded with images of the ideal body. Top fashion models in glossy magazines are all far taller and skinnier than the average woman. They have their hair and make-up done professionally. After a fashion shoot, magazine editors have the photographs airbrushed before they are published to give the models a flawless complexion. Male actors in epic films flex beautifully toned rippling muscles. But more than likely, they have had them digitally enhanced, or “photoshopped”, as they call it in the trade. Not to mention the fact that many celebrities choose to have cosmetic surgery done to enhance their appearance. None of this reflects a realistic body image, so it’s no wonder adolescents are made to feel inadequate and unsure of themselves.

4. _____

The good news is that, however dissatisfied you are with your looks, the chances are it’s only temporary! Those extra kilos and that spotty skin usually disappear by themselves in time. While your body is sorting itself out and “settling into” its final form, you need to ride out the change! Resist the temptation to compare yourself with your peers. This is easier said than done when you are the tallest girl in your class or the only boy who has

started growing a beard. You tend to feel the odd one out and may even get teased or bullied. Just remember that although teens' bodies change at different speeds, everyone ends up at more or less the same place in the end!

5. _____

It's important to realise what things you can change about yourself and what things you can't. Correct diet and exercise can do wonders for your appearance. Having your hair restyled, your nails manicured or your teeth whitened will also help boost your self-confidence. The things you can't alter, like your height or your shoe size, should be seen as strengths and not weaknesses. They are, after all, the features that make you a unique individual!

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). (2016). Prime Time 4. Student's Book. Express Publishing. P.108)

- A Physical traits can reveal your personality
- B Many teenagers worry about their appearance
- C Adolescence is the time that influences your mental well-being
- D People who post selfies are more open to new experiences
- E Teens develop at a different rate
- F Fashion models have their appearance improved artificially
- G An increasing number of teens change their image through plastic surgery
- H Social media use has no impact on self-esteem, body image and body dissatisfaction

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Why Fathers Want to Look after the Baby

One of the most extensive surveys of fathers has now shown that, far from the stereotype, most men would like to share childcare duties with their partners or wives.

The survey made by the Equal Opportunities Commission shows a modern type of father: the New Dad. He takes part in day-to-day childcare and does not mind helping with the vacuuming and washing-up – if only when his partner asks him to. The EOC interviewed sixty-four fathers and their partners about their home and work life. Most fathers agreed that it was important to 'be there' for their children for key events such as school sports day, their first appearance in the school play and for at least one meal a day. Many agreed that parenting classes would be a good way to give them more confidence around the home.

Based on the survey results, four types of fathers were defined, from the traditional type of dad to the perfect New Dad, who is as much involved in taking care of the children as the mother. The survey found that the majority of men were somewhere between these two types.

In the first category comes Enforcer Dad, the old-fashioned disciplinarian who does not see himself as involved in the day-to-day care of his children. He sees his responsibilities as setting clear limits for them and being a role model. Most fathers do not see this as their only role.

The two biggest categories are Entertainer Dad and Useful Dad. Entertainer Dad is at his best keeping his children laughing while his partner gets on with household chores and arranging the children's school and extra activities. Useful Dad is willing to help out around the house, even though he expects the mother to be the "team leader" in all things domestic.

Finally, and probably every woman's dream, is Fully Involved Dad. He is equally engaged in running the home and the family, and sees the role of the father and the mother as practically identical. Fully Involved Dads adjust their work arrangements to their partners' professional duties. "I do have definite childcare commitments,"

said one father in this category. "There are certain times or occasions where it is non-negotiable and I just leave the office on time."

Julie Melior, chairwoman of the EOC, said that fathers were still not given enough flexibility at work and mothers would feel fully supported only if employers treated (and paid) both sexes equally. "Mums and dads should be able to choose how they want to share the responsibilities of bringing up children and working outside the home," she said. "But until we have equal pay, decent childcare and more opportunities to work flexible hours, many fathers will continue to find it hard to be there for their children and many women will continue to be disadvantaged at work. This is not necessarily the best solution for parents, children or employers. Equality at work or home depends on both mums' and dads' family responsibilities being acknowledged," Melior said.

(Adapted from: Exam Excellence (2006). Oxford University Press.P.15)

6. Which of the following topics does the headline of the article reflect?
 - A Fathers can choose how they want to share the responsibilities of bringing up children
 - B Fathers should be encouraged to participate in childcare more actively
 - C Fathers are ready to participate in taking care of children
 - D Working women want their partners to take over some childcare responsibilities
7. Why would many fathers like to attend parenting classes?
 - A So they can be more confident in dealing with domestic issues
 - B So they can learn how to do day-to-day childcare
 - C Because they think it's important to be involved in the day-to-day care of children
 - D Because they want to attend important school events
8. How do Enforcer Dads view their role in childcare?
 - A They don't see childcare as their responsibility
 - B They teach their children discipline by setting an example for them
 - C They keep children amused while their partner gets on with housework
 - D It's important for them to be involved in the day-to-day care of their children
9. How do Fully Involved Dads find time to share childcare responsibilities with their partners?
 - A They fit their work commitments to their partner's arrangements
 - B They often leave the office early
 - C They run the home and the family, so their partners can focus on their professional duties
 - D They think it's their partner's responsibility to negotiate flexibility at their workplace
10. What does Julie Mellor think employers should do?
 - A They should give women more support so they can take on more of the childcare responsibilities at home
 - B They should allow parents to work from home so they can look after their children
 - C They should pay women more because they are often disadvantaged in the workplace
 - D Employers should provide both parents with equal pay and flexible working hours

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Morning Habits of Celebrities You Can Adopt to Set up Each Day for a Win

11. Steve Jobs

In his speech to a graduating class at Stanford, Jobs said that each morning he looked in the mirror and asked himself the same question: "If today was the last day of my life, would I want to do what I'm doing

today?" Whenever his answer was "no" for too many days in a row, he was sure that he needed to change something in his life. This kind of reevaluation of his work and desires every single day helped him pursue his dreams without forgetting about his true self.

12. Mark Zuckerberg

Of course, having lots of choices may seem awesome and even luxurious for some of us. But when you're in a hurry in the morning, wasting those precious minutes on deciding what to wear or to eat may actually turn your day into a complete disaster. That's why many wealthy and successful people have voluntarily chosen to eliminate their decisions throughout the day. One of the greatest examples of this is seen by Mark Zuckerberg who admits that he has about 20 identical grey T-shirts in his closet. This lack of choice helps him avoid decision fatigue and focus his attention on business.

13. Julianne Hough

Julianne Hough prefers to start her day on a positive note by performing her own morning gratitude ritual. Right after waking up at 6:30 AM, she sits up in her bed and thinks of 5 things she's grateful for that either already happened to her or that she wants to do that day. Julianne also sets some small spiritual goals for the following 24 hours. This can be something like making 10 people smile throughout the day, for example. Only after this does she get out of bed, brush her teeth, and proceed with her other morning routines.

14. Richard Branson

It turns out that Branson is not the only early bird in his family. No matter what he's up to later, Richard wakes up at around 5 AM, works out, and eats his breakfast. However, the most important part of his morning is spending time with his family. Branson says that some quality family time puts him in a great frame of mind before getting down to business. According to some studies, it also reduces stress, improves your health, and extends the length of your life.

15. Oprah Winfrey

The benefits of meditation are well-known to many – it helps reduce stress, improve productivity, boost creativity, and maintain general well-being. That's why Oprah Winfrey usually includes meditation in her daily routine. Oprah starts each morning with 20 minutes of sitting meditation, not skipping holidays and weekends. She says that sitting in stillness fills her with hope, a sense of contentment, and deep joy.

16. Tim Ferriss

Tim Ferriss knows all about success, simply because he has interviewed thousands of great leaders from all walks of life. "Win the morning, win the day," is Tim's motto expressed in one of his books.

Ferriss chooses to start his days by clearing both his room and his mind, and that's why he does the easiest but most annoying task first: he makes his bed. This simple action gives him a feeling of pride and accomplishment. Having done this, he can be sure that there is at least one thing in his life that is absolutely under his control, and all the rest is not worth worrying about.

(Adapted from: <https://brightside.me/wonder-people/13-morning-habits-of-celebrities-you-can-adopt-to-set-up-each-day-for-a-win-652060/>)

Which person _____

- A gets up early and takes a steam shower for 20 minutes each morning?
- B expresses appreciation on a regular basis while staying in bed?

- C does ordinary things to succeed in life?
- D gets rid of options?
- E works out with his/her friends?
- F finds inspiration in close relations?
- G reminds himself/herself of his/her dreams?
- H spends not less than a quarter of an hour in quiet thought in the morning?

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Ageing Like a Queen: the Secrets to Elizabeth's Longevity

Growing older, whilst becoming a Queen, are privileges denied to most of us. They require strength, self-control, resilience and, of course, great health. Her Majesty Queen Elizabeth II, the United Kingdom's longest-reigning monarch and the oldest head of state in the world, is succeeding at both.

But how can she remain amazingly comfortable in her own skin after all these decades?

She probably has very good genes to count on, but being in such a great form, at 96 years old, (17) _____, is also a matter of having a healthy lifestyle and great mental well-being. What's her secret? A surprisingly simple approach to nutrition, sensible exercise, a great sleep routine and, of course, a cup of Earl-Grey tea every morning (18) _____.

The Queen has never let life's drama get her down, regardless of the royal scandals (19) _____. Being resilient is probably one of her most popular traits. She is well known for staying on top of her work, spending leisure time, navigating both familiar and professional relationships, and managing to do it all while ageing gracefully.

The Queen knows the importance of continuing engagement in activities and relationships. As a result, she's never off duty, keeping her brain active, through work or educational projects. She sees public and voluntary service (20) _____.

(21) _____, the Queen definitely finds regular daytime breaks to rest and recharge. Her Majesty loves spending time outdoors walking her dogs around the grounds of Windsor Castle or Buckingham Palace and has also long been fond of horseback riding for most of her life. Whether spending time in nature or enjoying quiet time alone, it's no doubt she has contributed to her strong immune system.

The Queen's lifespan could be also a direct result of her excellent sleep routine. She typically goes to bed at about 11 pm to guarantee a solid 8 hours of rest – an absolute must for the hardworking Elizabeth – and arises every morning (22) _____.

What an amazing example Her Majesty is to all of us, with so many positive lessons from which we all could learn. Successful ageing is measured in both quantity of years and quality of life – not simply breathing but retaining vitality and enthusiasm, enough to make life well worth living.

(Adapted from: <https://www.crunchytales.com/ageing-like-a-queen-the-secrets-to-elizabeths-longevity/>)

- A as one of the most important elements of her work
- B feeling refreshed and ready to take on the day
- C to set off her day in the brightest possible way

- D to maintain a rigorous fitness regime
- E she had to endure over the years
- F brisk walks with her corgis and horseback riding
- G surpassing the average life expectancy for many women (at least in the UK)
- H despite being almost always hard at work

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Becoming an adult is a very important phase in every person's life. However, when this (23) _____ can be very different depending on where you live or which culture you (24) _____ from. Most countries have laws on when adolescents are allowed to do certain things.

In the US, for example, adulthood starts at the age of 16, when a person can get (25) _____ or a driving licence. Even though American youngsters have the right to vote at 18, they can't legally drink alcohol until they (26) _____ the age of 21.

In some countries of Central and South America, girls celebrate their 15th birthday, which marks their rise to womanhood. Families often (27) _____ church services with their 15-year-old daughters and afterwards have parties with many guests.

In Japan young men and women (28) _____ to adulthood at 20, when they are allowed to vote and drink alcohol. The Japanese even have a special day for this event called "Coming-of-Age Day", the second Monday of January. On this day, the new adults celebrate with their families and attend speeches given by politicians.

Until (29) _____ young people in Saudi Arabia were (30) _____ adults at the age of 15 – a time when they started showing physical (31) _____ of becoming an adult. However, a few years ago the country (32) _____ this age to 18.

(Adapted from: http://www.english-grammar.at/online_exercises/open-cloze/oc024-coming-of-age.htm)

23	A	appears	B	views	C	reveals	D	happens
24	A	come	B	grow	C	arrive	D	arise
25	A	career	B	job	C	employment	D	labour
26	A	reach	B	achieve	C	get to	D	arrive
27	A	present	B	pray	C	provide	D	attend
28	A	approach	B	join	C	transfer	D	enter
29	A	recently	B	currently	C	previously	D	nowadays
30	A	noticed	B	viewed	C	considered	D	referred
31	A	remarks	B	signals	C	symbols	D	signs
32	A	picked up	B	grew	C	raised	D	advanced

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Beauty Filter: I want to Look Like My Selfie!

Photo filters on Instagram, Snapchat & Co. are very popular for editing selfies. In (33) _____ seconds, the skin is (34) _____ pure, the lips bigger and the nose smaller. However, the filtered selfie could lead to dissatisfaction with one's own appearance in the longer term.

A large proportion of young people (35) _____ several hours a day on social media. There they are confronted with supposedly perfect bodies and faces. Platforms like Instagram invite them (36) _____ the appearance of others with their own appearance every second. How true to reality photos in particular are is not always apparent (37) _____ first glance. How (38) _____ present themselves, however, has an influence on how users ultimately want to present themselves. Beauty filters can be one way of getting (39) _____ to the ideals of beauty conveyed online.

Selfies (40) _____ quickly _____ with a smartphone and can be edited with little effort. Changing one's appearance with the help of filters on Instagram, Snapchat or TikTok has become part of everyday life for many users. (41) _____, beauty filters in particular could lead to the actual appearance no longer being perceived as beautiful. The use of filters creates an "optimized self" that no longer corresponds to the real self. (42) _____ in the mirror then appears as a disappointment. Self-esteem suffers because one no longer finds oneself beautiful without filters.

(Adapted from: <https://www.klicksafe.de/en/news/beauty-filter-ich-will-aussehen-wie-mein-selfie>)

33	A	few	B	little	C	a few	D	a little
34	A	perfectly	B	perfect	C	more perfect	D	less perfect
35	A	spends	B	spend	C	are spending	D	spent
36	A	to compare	B	comparing	C	compared	D	being compared
37	A	on	B	at	C	from	D	in
38	A	other	B	the others	C	others	D	another
39	A	less close	B	the closest	C	more close	D	closer
40	A	have taken	B	being taken	C	are taking	D	are taken
41	A	also	B	however	C	on the contrary	D	despite
42	A	while looking	B	having looked	C	is looking	D	looking

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

tie the knot	split up	engagement	got engaged	courting
living in sin	got on	wined and dined	attracted to	proposed
chatted her up	fallen in love	asked her out	drift apart	cohabiting
go out				

George first met Alison at a party and was immediately 1) _____ her. He 2) _____ and at the end of the evening 3) _____ to dinner at a nearby restaurant. She accepted his offer and the next evening he 4) _____ her in style, with champagne and delicious, exotic foods. They 5) _____ well with

each other, decided to meet again and then started to 6) _____ on a regular basis. George's granny was delighted that he was 7) _____ at last. It wasn't long before they realised that they had 8) _____ with each other. A few months later, they bought a flat and moved in together. George's granny disapproved of them 9) _____, but George explained that 10) _____ was quite normal these days. One day, George decided to ask Alison to marry him, so after a romantic meal, he got down on one knee and 11) _____ to her. They 12) _____ and the next day announced their 13) _____ to their friends and family. Their parents were delighted that they had decided to 14) _____. George's friends weren't so sure, however, and all agreed that they would 15) _____ and 16) _____ long before the wedding.

2. Choose the best word which completes each of these sentences.

A. Appearance

1. She spent hours in front of the mirror, _____ her eyebrows to change their shape and to get rid of the unibrow.

- a. plucking b. furrowing c. raising d. knitting

2. John has brown hair and _____ cheeks.

- a. thick b. tanned c. long d. chubby

3. 'He looked _____ with an unshaven face and red, watery eyes.'

- a. clean b. tidy c. flat d. scruffy

4. He couldn't deny that he was a (an) _____ man, with fine features and light hair that waved over his forehead.

- a. handsome b. beautiful c. ugly d. scruffy

5. If you are _____, losing weight may help you feel better.

- a. slim b. skinny c. overweight d. thin

6. Her young skin was creamy white with a scattering of light _____ on her high cheekbones.

- a. nostrils b. freckles c. plaits d. wrinkles

7. She had long, light brown hair with bright reddish-blond _____.

- a. ponytails b. plaits c. parting d. highlights

8. Her long hazelnut coloured hair was tied back into a _____ which hung down to her lower back.

- a. fringe b. haircut c. ponytail d. highlights

9. He needed a shave, his _____ was pale and sickly and he looked drastically deprived of sleep.

- a. beard b. complexion c. appearance d. countenance

10. It is very easy to disguise most _____ and freckles with makeup; there is an endless supply on sale.

- a. lips b. cheeks c. eyelashes d. birthmarks

11. To keep your _____ trimmed, an electric razor would be most effective.

- a. fingernails b. sideburns c. parting d. eyelashes

12. She had short, dark brown hair that reached her neck, and her _____ was at the left side, so more hair curved over the right.

- a. shoulder b. parting c. ear d. head

13. My face is small and sharp, like an elf, with a _____ nose and chin.

- a. puffy b. curly c. hollow d. pointed

14. Her _____ gracefully curved over her eyes.

- a. elbows b. eyelashes c. sideburns d. plaits

B. Character

1. Andrew is a/an _____ man – he is determined to become a famous businessman.
a. ambitious b. sensible c. narrow-minded d. gentle
2. He is so _____. He doesn't care about anyone's feelings except his own.
a. kind-hearted b. reliable c. selfish d. neutral
3. Mark is very _____. He never tells anyone he is a self-made millionaire.
a. boastful b. modest c. moody d. talkative
4. I told Frank that the plan wouldn't work, but he's so _____ that he just wouldn't listen.
a. stubborn b. polite c. patient d. miserable
5. My mother's very _____; she's always buying little gifts for her friends.
a. careless b. hardworking c. tolerant d. generous
6. Leo was too _____ to ask Mandy out on a date.
a. responsible b. shy c. gullible d. funny
7. Fred always gets the best marks in class. He is the most _____ person I know.
a. self-assured b. short-tempered c. intelligent d. two-faced
8. She was a _____ girl – always smiling and singing.
a. sympathetic b. nasty c. adventurous d. cheerful
9. The children at my new school are _____ and made me feel welcome immediately.
a. friendly b. conceited c. cruel d. ill-mannered
10. He was _____ of his musical abilities and knew that he'd win the talent contest.
a. scared b. broad-minded c. confident d. arrogant
11. Jane tends to be a bit _____. She is always running late and losing things.
a. charming b. bossy c. dull d. disorganised
12. Since Gayle is so _____, I sometimes can't tell how she feels.
a. supportive b. lively c. reserved d. honest
13. Alice may be smart, but she tends to be a little _____ and is always forgetting where she puts things.
a. obedient b. outgoing c. chatty d. absent-minded
14. Joanne is the life and soul of the party. She is such a _____ girl.
a. bad-tempered b. careless c. sociable d. defensive

3. Choose the correct word.

1. We are a pretty **extended** / **close-knit** family, we tend to talk to each other every day.
2. I get **on/ out** especially well with my first cousin. We are only a year apart in age and have grown up together.
3. Many parents find it hard to understand their **adolescent/senior** children.
4. To me this was pointless as I loved my **fiancé/fiancée** and he loved me so why not get out and see the world together as a **pair/couple**.
5. Friends say the **foster/adult** children are treated as members of the family, and go on holidays with them.
6. While at play, **adolescents/toddlers** and young children are usually in the care of older **siblings/spouses**.
7. She'd been a **bridesmaid/bride** at their wedding and was now a **godmother/mother-in-law** of their recently-born firstborn child Jacob.

8. The **newly-wed/newborn couple** are wished every happiness and joy in their married lives.
9. Traditional Japanese **brides/grooms** wear three wedding robes – a white kimono, a coloured kimono, and a white dress and veil.
10. The basic Croatian family unit is the **extended/nuclear** family of parents and children living in one home.
11. A young couple got married and left on their **engagement/honeymoon**.
12. Disabling chronic illness, depressive mood, functional decline, and **active /sedentary** lifestyles are among the most important prevention targets.
13. Among other things, the play shows how a sort of **traditional/bohemian** lifestyle has become mainstream in certain sections of society, with no expectation of marriage or even long-term relationships.
14. Most respondents recognised the importance of exercise and diet to the maintenance of a **healthy/stressful** lifestyle.

SELF-CHECK

Describing people	
<i>appearance</i>	shoulder-length
attractive/ beautiful/ good-looking	spiky
elegant/ scruffy	straight
handsome/ pretty	wavy
ugly/ unattractive	<i>face</i>
<i>age</i>	beard
adolescent	birthmark
elderly	arched, arching, bushy, dark, heavy eyebrows
in (his / her) early/ late/ mid-	to pluck/to wax/to arch/to raise/to knit/to furrow eyebrows
twenties/thirties	unibrow
middle-aged	cheekbones
<i>height</i>	clean-shaven
average/ medium height	clear / good / healthy complexion
short/ tall	dark/ fair/ pale/ tanned (skin, complexion)
<i>build</i>	countenance
(have a) paunch	distinguishing features (<i>formal</i>)
athletic	facial features
broad shoulders	freckles (-d)
chubby	full/thick/thin/pouty lips
chunky (<i>informal</i>)	full/bushy/wispy/ goatee beard
fat	soft/chubby/sunken / hollow/rosy cheeks
fit	straight /hooked / pointed / flat / snub /upturned / aquiline nose
obese	high/broad/wide/sloping forehead
overweight	strong/weak/pointed/double chin
plump	bushy/droopy/handlebar/pencil moustache
skinny (<i>informal</i>)	nostrils
slim	deep-set/sunken/puffy eyes
stocky	even/regular/crooked teeth
well-built	dimples
slender	scar
lean	sideburns
<i>hair</i>	spotty
	tattoo

bald blonde (<i>AmE</i> blond) cropped curly dyed disheveled fair fringe ginger grey have a haircut highlights (<i>pl</i>) medium-length parting plaits pony-tail	wear glasses / spectacles wrinkles(-d) Idioms like peas in a pod = be very similar like chalk and cheese / bear no resemblance to = not be similar at all getting on a bit / knocking on a bit = getting old a head-turner = so beautiful / handsome that people turn their heads to look at you eye-catching = so beautiful / handsome that people notice you immediately not a pretty sight = unattractive a beanpole = very thin as thin as a rake = be very thin to balloon = become fat quickly a bit on the large side = be a bit overweight
Describing personality (character, feelings) adventurous aggressive ambitious amusing anxious arrogant bad-tempered biased boastful boring bossy (<i>informal</i>) broad-minded candid carefree / careless characteristics (<i>pl</i>) charming chatterbox (<i>informal</i>) chatty cheerful conceited confident determined dull easy-going excited extrovert furious generous good-natured gullible	reserved ruthless scared self-assured (confident/ conscious) selfish / selfless sensible sentimental short-tempered sociable sorrowful strong-willed stubborn sympathetic tactful / tactless tender-hearted tolerant / intolerant trustworthy two-faced upset vain Idioms a brick = a good fellow; helpful and trustworthy; a chatterbox = an annoying, incessant talker; a couch potato = an idler who spends much time on a couch (usually watching television); a golden boy = a man who is unusually successful at an early age; a gossip = a person given to gossiping and divulging personal information about others; a high-flyer = a person of great ability and ambition;

<p>hard-working honest/ dishonest idle (<i>formal</i>) ill-mannered quiet reasonable rebellious relaxed reliable</p>	<p>a know-it-all = someone who thinks he knows everything and refuses to accept advice or information from others; a pain in the neck = a bothersome annoying person; a troublemaker = someone who deliberately stirs up trouble; a wet blanket = someone who spoils the pleasure of others; an early bird = a person who gets up very early in the morning; be on cloud nine = to be extremely happy and excited; be over the moon = to be very pleased.</p>
<p>Family and Relations</p> <p><i>Stages in life</i> adolescence / adolescent adult / adulthood elderly (person) grow up / grown-up infant juvenile marriage middle age / middle-aged newborn pensioner senior citizen teenager toddler youngster</p> <p><i>People in life</i> acquaintance adopted / adoptive/ biological (parents) couple ~ -in-law (daughter-/ father-/ mother-/ sister-/ son-in-law) ex- ~ (husband/wife) fiancé / fiancée foster child / parents godfather/godmother half sister husband-to-be nephew / niece offspring sibling spouse (<i>formal</i>) step~(father/mother /sister/ brother/ daughter/ son) twins / triplets wife-to-be</p> <p><i>Weddings</i> best man</p>	<p><i>Marital status</i> divorced / married / unmarried / separated / single widow / widower</p> <p><i>Families</i> close-knit / extended / immediate / nuclear family</p> <p>Phrasal verbs ask out (on a date) = to invite someone to the cinema or a restaurant, as a way of starting a romantic relationship; break up = to end relationship; bring up = to care for a child until it is an adult; drift apart = to gradually lose interest in or affection for each other; to fall for smb = to suddenly have strong romantic feelings; fall out with = to have argument or disagreement that ends a relationship; get by = to live or deal with a situation with difficulty; get on/along with = to have a friendly relationship with someone; get together = to start a romantic relationship; look after = to take care of; look down on = to think that you are better than someone; look up to = to admire and respect someone; take after = to be similar to an older member of your family in appearance or character.</p> <p>Fixed phrases be on good terms with = to have a good, friendly relationship with someone; bear in mind = to remember; chat smb up = to talk to someone in a way that shows that you are sexually attracted to them; get engaged = having formally agreed to marry; live in sin = to live with someone that you are having a sexual relationship with but are not married to; pull yourself together = to get control of your emotions or actions after being very upset; quarrel/squabble with = to have an angry disagreement with someone; run in the family = affect many people in someone's family;</p>

bride chief bridesmaid church / civil wedding cohabiting courting engagement groom honeymoon newly-weds wedding ceremony	set an example = to behave in a way that other people should copy; split up (with smb) = to end a marriage or relationship; tie the knot = get married.
Lifestyles achieve a balance activity attitude competition creativity daily routine disappointment experience fulfillment goal insight leisure outlook priority realist risk-taker self-expression meet a need miss an opportunity set a goal	<i>Phrases with life/live/living</i> all walks of life change smb's lifestyle cost of living have / live/ lead a ~ lifestyle (a/an alternative/ascetic/bohemian/ busy/chaotic/comfortable/ exciting/extravagant/glamorous/ healthy/ luxurious/ quiet/ relaxing/ rural/sedentary/simple/stressful/urban/vegan) lead an active social life lifelong ambition lifestyle brand lifestyle choice live life on the edge live life to the full living expenses make a choice/a decision/a living modern/traditional way of life once in a lifetime opportunity standard of living work hard for a living

Module 2

Sports and Leisure

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

The History of Football

1. _____

The first known examples of a team game involving a ball, which was made out of a rock, occurred in old Mesoamerican cultures over 3,000 years ago. According to the sources, the ball would symbolise the sun and the captain of the losing team would be sacrificed to the gods. The first known ball game which also involved kicking took place in China in the 3rd and 2nd century BC under the name *Cuju*. *Cuju* was played with a round ball on an area of a square. It later spread to Japan and was practised under ceremonial forms.

2. _____

The game was developed in England in the 12th century. That time, games that resembled football were played on meadows and roads in England. Besides kicks, the game involved also punches of the ball with the fist. It took, however, long time until the features of today's football had been taken into practice. For a long time, there was no clear distinction between football and rugby. There were also many variations concerning the size of the ball, the number of players and the length of a match. An attempt to create proper rules for the game was done at a meeting in Cambridge in 1848, but a final solution to all questions of rules was not achieved. Another important event in the history of football came about in 1863 in London when the first Football Association was formed in England. It was decided that carrying the ball with the hands wasn't allowed. A consequence of the London meeting was that the game was divided into two codes: association football and rugby.

3. _____

Football Association Challenge Cup (FA Cup) became the first important competition when it was run in 1871. The following year a match between two national teams was played for the first time. The match that involved England and Scotland ended 0–0 and was followed by 4,000 people at Hamilton Crescent. Twelve years later, in 1883, the first international tournament took place and included four national teams: England, Ireland, Scotland and Wales. In 1908 football for the first time be included as an official sport in the Olympic Games. Until the first FIFA World Cup was played in 1930, the Olympic Games football tournament would rank as the most prestigious on a national level.

4. _____

No other sport event besides the Summer Olympic Games can today measure itself with the FIFA World Cup. The first edition of the FIFA World Cup was played in 1930 in Uruguay and has since then returned every fourth year (with two exceptions due to the Second World War). In 1991 the first World Cup for women was held in China and has since then also returned every fourth year. Today the biggest global tournament for clubs is the Champions League (played since 1992), the former European Cup (1955–1991).

5. _____

In the late 19th century, only a few national football teams existed; England and Scotland had the first active teams that played games against each other in the 1870s. Today there are 211 national associations included in the Fédération Internationale de Football Association (FIFA), the world governing body of the sport. The number of nations participating in the World Cup qualifiers increased from 32 in 1934 to over 200 in 2014. The world regions have been divided into six confederations.

(Adapted from: <https://www.footballhistory.org/>)

- A The great modern competitions
- B The first football clubs
- C Globalisation of the biggest sport in the world
- D Formations in football
- E Premier League history
- F The precursors of football
- G The first competitions
- H The game of football takes its form

Task 2.

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Olympic Games

For the ancient Greeks, the Olympic games existed since mythical times, but no definitive time of their inauguration can be identified with any certainty. The first Olympiad was held in 776 BC, and this is the year that provides the first accurate chronology of Greek history. The athletic games were held every four years during the second (or possibly the first) full moon in August, and the celebrations lasted five days.

Only free male Greeks were eligible to participate in the games, and they came from all corners of the Mediterranean, including colonies from Magna Grecia and the Pontus. Slaves and women were banned from the sanctuary under penalty of death. Women however were allowed to sponsor events, teams and athletes. In addition, a competition with exclusive events for boys were introduced in 632.

During the games warring Greeks had to cease all hostilities because it was mandatory to participate in peaceful assembly. To this end, officials from Olympia travelled ahead of time throughout Greece to announce the assembly and to proclaim the ceasing of all hostilities (for up to three months) so all participants could find safe passage to the sanctuary.

More importantly, the games reflected the Greek's ideals: a free individual who aspires to achieve excellence through a contest governed by just laws. Just like the games, Greeks in their everyday lives competed intensely with each other in the political realm, in the economy, and in the battlefield. They competed by placing enormous importance on the value of the individual, and by respecting the rule of law that was above all.

Initially, the games were a local affair and the only event was the sprinting race, but in the 8th and 7th centuries BC wrestling, boxing, and equestrian events were added, as well as the pentathlon (an event that combined running, long jump, discus and javelin throwing, and wrestling), and the pankration which was a vicious form of boxing with little to no rules. The Olympics in ancient Greece also included poetry and writing competition, and it provided a peaceful ground where Greeks discussed and forged agreements on military, commercial, and political matters.

Winning an Olympic event bestowed fame and great honour to an athlete. The winners were announced by a herald following each event, and they were rewarded with a wreath. Tradition holds that cities will welcome back their Olympic winners by symbolically destroying part of their defensive walls.

The modern Olympic revival began in 1896. Since then, the Olympics have occurred every four years in different countries (interrupted only by the two World Wars), and they have become one of the largest sports entertainment events in the world, drawing billions of dollars in revenues, and enjoying wide participation by the vast majority of nations. As a tribute to their ancient roots, before each Olympic event the Olympic flame is initiated in ancient Olympia, in the temple of Hera. In an imaginative choreography that depicts the ancient Vestal Virgins, the Olympic torch is inflamed by sun rays concentrated by a concave mirror on its tip. From Olympia then this flame travels in a festive race to the country which holds the games. The flame burns for the duration of the Olympics, and its extinguishing marks their closing.

(Adapted from: <https://ancient-greece.org/culture/olympic-games.html>)

6. Why was it necessary to proclaim the ceasing of hostilities during the early Olympic games in Greece?
 - A The merchants could reach better contracts.
 - B The athletes should have the possibility to get to Olympia without obstacles.
 - C The second full moon in August was the best time for agriculture.
 - D It was the only time when slaves were allowed to participate in the games.
7. Which of the following is NOT mentioned in the text?
 - A Greeks shared the same values in sports and in political competitions.
 - B Just laws were very important for the contestants
 - C The concept of rule of law has become obsolete for the Greeks after the first games.
 - D The concept of a free individual was one of the ideals of the Greeks.
8. What kind of sports was initially included into the games?
 - A Pankration
 - B Wrestling
 - C Pentathlon
 - D Running
9. How did the home city greet the winners of the games?
 - A Ruining the walls
 - B Awarding a wrath
 - C Constructing a monument
 - D Announcing the winner's name
10. Which of the following is true?
 - A The Olympic flame starts its journey in the country which holds the games.
 - B Sun rays are used to light the Olympic fire.
 - C The extinguishing of the fire marks the beginning of the games.
 - D The Olympic flame is lit in the temple of Zeus.

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Sport Courses at the University of Stirling

11. Our **Sport Business Management** course equips you to meet the industry's need for technically competent, customer-oriented and commercially-minded practitioners who can apply their knowledge across

the domestic and international sports markets. You'll graduate with core management skills and an understanding of key contemporary issues in sport business – from marketing to sponsorship, event management and corporate social responsibility. There are three key components to the course: sport management and technical expertise; business enterprise; and market awareness. Everything you study will be rooted in the needs of industry, and you'll be taught in realistic, sports-based working environments.

12. Our Sport Development and Coaching course will teach you about: sports in society, the science of sports performance, the nature of sports organisations, theory and practice of sport coaching and sport development. On completion of the course, you will be an independent learner capable of critical analysis and competent in communicating through a range of mediums, to a range of audiences. Furthermore, you will have laid the foundations for being an independent researcher preparing you for further study at MSc or PhD/ Professional Doctorate level.

13. Become a Sport and Exercise scientist with our BSc **Sport and Exercise Science** degree and you can transform lives and sporting careers. You'll learn from our experts in sport and exercise physiology, nutrition, genetics, medicine, health and physical activity. Our research and performance analysis laboratories enable you to develop your scientific and practical skills in a world-class learning environment. Our course will prepare you for the many career opportunities available in Sport and Exercise Science. Our BSc Sport and Exercise Science degree is delivered jointly by the Faculty of Health Sciences and Sport and the Faculty of Natural Sciences, combining a wide range of expertise to ensure an unrivalled student experience.

14. Sport Nutrition is an increasingly vital part of elite sports and there has never been a better time to specialise, as recreational competitive sports and elite performance sports grow increasingly popular in the UK. The University of Stirling is one of only six universities worldwide approved to provide this Master's conversion course in sports nutrition. This course focuses on the science behind sports nutrition and is designed specifically for students who already have an International Olympic Committee (IOC) Diploma in sports nutrition and want to further their knowledge.

15. Sport Performance Coaching is the first course of its kind in Scotland. This innovative online Master's course gives experienced coaches the chance to improve their coaching knowledge and skills through cutting-edge best practice and research. The course is also suitable for coach developers who are seeking to enhance their work with coaches. This MSc Sport Performance Coaching degree will develop your critical analysis skills, improve your problem-solving abilities and teach you innovative solutions to coaching problems. You'll examine modern best practice in coaching from case studies, peers and leading coaches. Throughout the course, you'll examine and improve your understanding and practice of coaching, develop smart strategies and boost performance.

16. Sport degrees combined with other subjects. Interested in the management and delivery of sport? Wonder how psychology enhances sports performance? Considered the local and global importance and impact of sport? If you're thinking about a career in sports, a tailored Sports degree from Scotland's University for Sporting Excellence will help you be the difference. You can choose from modules exploring: Sports policy and management; Physical activity and health; Sports development and coaching; Sport, culture and society. In addition, our extracurricular volunteering opportunities and Sport Union clubs enable you to earn qualifications and gain valuable sport management experience alongside your academic degree.

(Adapted from: <https://www.stir.ac.uk/subjects/sport/>)

According to the descriptions, which sport course at the University of Stirling _____?

A involves a major research component

B gives the opportunity to select modules from four subject areas

- C requires submitting a special application
- D can be taken at a very few other universities
- E is taught by the staff of two faculties
- F will provide you with the opportunity to study at the doctoral level
- G has three main elements
- H is delivered distantly

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Snow Sports to Try instead of Skiing or Snowboarding

Dog Sledding

Dog sledding is a fantastic way of seeing the gorgeous landscapes around you on a personal tour across snow and ice. Sliding along in a sleigh is a dreamlike process (17) _____ nature and all the wonders it has to offer up close and personal.

Snowshoeing

Snowshoeing is the fastest growing winter sport in the world, primarily because it is simple (18) _____ and inexpensive (compared to other snow sports). There are many levels of snowshoeing, whether you want to hike for pleasure, trek through the backcountry, or competitively race. Snowshoeing is a fantastic alternative for skiing.

Ice Climbing

Ice climbing is pretty much what it says on the tin – climbing ice. Ice climbing is very similar to rock climbing and uses ropes and crampons to ascend beautiful icefalls, frozen waterfalls, cliffs and frozen rock faces. In most resorts, you can take guided climbing lessons, which everyone can do (19) _____ of fitness.

Ski Biking

This is an awesome sport to try if you're a skier or snowboarder and fancy trying your hand at something a little different. It's similar to mountain biking, except on snow, with mini-skis instead of wheels, and you break and slow down by digging your feet into the snow! When on the nursery slopes, ski biking is really easy, it only (20) _____ when on steeper routes.

Mountaineering

Mountaineering (otherwise known as alpinism) includes a whole host of activities, including climbing, trekking, scrambling, and even crossing glaciers. Each resort (21) _____ terrain ready to be explored and discovered, just make sure you do your research before setting out. You can head out with someone experienced, or join a local tour group, either way, don't go out alone if you're a novice mountaineer.

Ski Touring

Ski touring is similar to backcountry skiing and is normally done off-piste and away from ski resorts. It has links to hiking and wilderness backpacking and often lasts more than one day. Ski touring involves sliding up a mountain wearing skins over your skis. When you reach the top, you can enjoy a brief moment to take in the beauty of the world, and then have an awesome off-piste adventure skiing down again. If you've never done ski touring before, make sure (22) _____ as it's important to have good navigation skills, an awareness of the risks of the mountain, and you must be able to assess the snow conditions to reduce the risk of avalanches.

(Adapted from: <https://www.silverswanrecruitment.com/28-winter-sports-to-try/>)

- A providing you've got a good level
- B comes with its own unique

- C it is an incredible experience
- D to master and learn
- E you head out with an experienced team
- F to experience
- G try your hand at one of
- H starts to get more difficult

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

England Coach Neil Craig Hit by Bottle before Scotland Match

Eddie Jones (23) _____ that a beer bottle was thrown at his right-hand man Neil Craig. Six Nations organisers were (24) _____ after Eddie Jones claimed a bottle had been thrown at a member of England's backroom staff before Saturday's Calcutta Cup match.

Neil Craig, the RFU's head of elite performance and Jones' right-hand man, was struck on the head by a plastic bottle as the team arrived at Murrayfield. However, video footage on social media (25) _____ the strong winds may have been to blame, with a bottle landing on the team bus before being blown off. Scottish Rugby said an apology had been given (26) _____ the England team manager but said "there is no (27) _____ the bottle was thrown or intended to hit any individual". Craig was unhurt by the incident.

England won the Calcutta Cup for the first time since 2017 after defeating Scotland 13–6, but Jones was unhappy with the (28) _____ reception his side received. Despite the terrible wind and rain, Owen Farrell was subjected to repeated booing while taking (29) _____ at goal. Ellis Genge says calls for Eddie Jones to be (30) _____ were premature after England beat Scotland 13–6.

Jones had prepared England for a hard match in Edinburgh and the head coach was not disappointed at the end of a week during which aggressive language was (31) _____ between players. "We weren't expecting beer bottles to be thrown (32) _____ us, so that's a pretty good trick," said Jones.

(Adapted from: <https://www.skysports.com/rugby-union/news/12333/11930652/six-nations-probe-after-england-coach-neil-craig-hit-by-bottle-before-scotland-match>)

23	A	claimed	B	provoked	C	demanded	D	requested
24	A	searching	B	following	C	investigating	D	proving
25	A	recommends	B	suggests	C	submits	D	proposes
26	A	to	B	on	C	under	D	for
27	A	clue	B	data	C	documentation	D	evidence
28	A	friendly	B	hostile	C	welcoming	D	helpful
29	A	hits	B	kicks	C	punches	D	swings
30	A	invited	B	welcomed	C	encouraged	D	removed
31	A	shown	B	seen	C	exchanged	D	displaced
32	A	in	B	with	C	on	D	at

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Garnacho's Great Goal

If Manchester United (33) _____ scored one more goal, they (34) _____ as the winner in their group and avoided two extra games in February. They were in complete control in the first half but did not manage a single shot on target after half-time. On a wet night in the Basque Country, Garnacho became (35) _____ youngest non-English scorer in Europe at the age of 18 years and 125 days.

Four weeks ago, the Argentina young player scored a winning goal for United's in the EFL Trophy, and last Thursday made his full debut in the 3–0 Europa League winning (36) _____ Sheriff Tiraspol at Old Trafford.

Ten Hag praised Garnacho's "great finish" a week after showing that he (37) _____ by the teenager's attitude earlier in the season. "He is still only young but he is doing very well", said Fernandes after the game. "(38) _____ the beginning of the season he was not at his best. He didn't have the best attitude that he should have on tour. But he (39) _____ his chances now".

Garnach's goal was the perfect start for Ten Hag's team and the youngster (40) _____ with another opportunity but he missed it. Real Sociedad were missing several players because of injury. "We win today but of course we are disappointed we (41) _____ score two goals", added Ten Hag, whose team are unbeaten in their past nine domestic and European games. "We (42) _____ to wait for the draw. We have two extra matches and it's a hard season but we have a team, we have to deal with that and we will do".

(Adapted from: <https://www.bbc.com/sport/football/63490582>)

33	A	have	B	had	C	has	D	haven't
34	A	would have advanced	B	will advance	C	would advance	D	won't advance
35	A	United	B	Unites	C	United's	D	Unities
36	A	with	B	over	C	beyond	D	ahead
37	A	was annoyed	B	is annoyed	C	will be annoyed	D	had been annoyed
38	A	In	B	Since	C	From	D	At
39	A	is deserving	B	will deserve	C	deserved	D	will be deserving
40	A	presented	B	was presented	C	is presented	D	presents
41	A	won't	B	hadn't	C	didn't	D	haven't
42	A	shall	B	should	C	must	D	have

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

running player	athleticism points short-track	teams clubs boxing	racing competition chess	spectator divisions football
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1. In _____ players can only use punches to strike the opponent above the belt, otherwise, they will be penalised.

2. The competition element of sport, along with the aesthetic appeal of some sports, result in the popularity of people attending to watch sport being played; this has led to the specific phenomenon of _____ sport.
3. Sports science is a widespread academic discipline, and can be applied to areas including athlete performance, such as equipment, e.g. improved _____ shoes or competitive swimwear.
4. During the first season, 12 clubs joined the league, but soon more clubs became interested and the competition would consequently expand into more _____.
5. Netflix will face a \$5m defamation lawsuit by a Georgian _____ master who alleges she was defamed in the hit series *The Queen's Gambit*.
6. Chelsea decided to continue with the current squad rather than sign a _____ they only want for six months.
7. However, the former speed skater Yang Yang, who won two _____ gold medals at the 2002 Winter Games, insisted that athletes would be free to talk.
8. At Eton the ball was played exclusively with the feet and this game can be seen as a close predecessor to the modern _____.
9. Joshua didn't win on _____ when he met Usyk for the first time back in September.
10. Whereas the English _____ preferred to run forward with the ball in a more rugby fashion, the Scottish chose to pass the ball between their players.
11. Formula One has announced that the Singapore Grand Prix will continue for another seven years; _____ was not possible in 2020 and 2021 due to the coronavirus pandemic.
12. Football _____ have existed since the 15th century, but unorganised and without official status.
13. Sport is generally recognised as a system of activities which are based in physical _____ or physical dexterity, with the largest major competitions such as the Olympic Games.
14. SportAccord uses the following criteria, determining that a sport should have an element of _____ and be in no way harmful to any living creature.

2. Choose the best word which completes each of these sentences.

1. Sport Relief is a UK charity which asks celebrities to perform sporting _____ in order to raise money for people in Africa.
a. confrontations b. challenges c. victories d. tests
2. Yandle said: "To play in even one NHL game is a remarkable _____ but to play in every game for 13 years takes unbelievable talent".
a. acquirement b. enactment c. production d. achievement
3. This commandment forbids us to kill or _____ other persons or ourselves.
a. injure b. distress c. spoil d. weaken
4. _____ a soccer ball is the most complicated soccer skill.
a. Kicking b. Blowing c. Snapping d. Giving up
5. Liverpool's wish to achieve their first top title in 30 years is "outstanding", says Jurgen Klopp after his side edged a narrow _____ over Norwich which is in the bottom of the table.
a. achievement b. victory c. defeat d. advantage
6. It means Klopp's men need just five more _____ from their remaining 12 games to guarantee their first Premier League title.
a. wins b. defeats c. losses d. accomplishments
7. He'll be all right, however; he's young, and _____ as a peach.
a. lively b. strong c. vigorous d. healthy
8. Having been pegged back for a long period, Norwich could have _____ on the counter-attack.
a. numbered b. graded c. recorded d. scored

9. Duplantis cleared 6.18m at the first _____ in Glasgow and received \$30,000 for the achievement.
 a. *bid* b. *attempt* c. *endeavour* d. *experiment*
10. Her pity was sad and beautiful and at the same time it appeased her _____.
 a. *injury* b. *pain* c. *illness* d. *sickness*
11. We saw a victory by an athlete at the very peak of her _____ and career.
 a. *fitness* b. *health* c. *strength* d. *vigor*
12. The 21-year-old Scot, who recently broke three British indoor records in a week, _____ in a time of four minutes 4.07 seconds.
 a. *achieved* b. *won* c. *gained* d. *overcame*
13. In football, American goalkeeper Brad Friedel holds the Premier League _____.
 a. *record* b. *registry* c. *performance* d. *career*
14. Kouassi, a 17-year-old defender, scored his first two league _____ from Julian Draxler and Angel di Maria corners.
 a. *targets* b. *goals* c. *marks* d. *objects*

3. Choose the correct word.

- The 35-year-old American surpasses the mark set by Philadelphia Flyers defenseman Keith *Yandle last period / season*.
- If you grow up and have *powerlessness / muscles* like them, you can call yourself a man.
- The team has just *signed / endorsed* a new player.
- "I go back into the changing room and we chat about the things and then I am like 'Oh, but congratulations. We won the game, another three *marks / points*.'"
- Ligue 1 leaders Paris St-Germain *won / drew* 4-4 with Amiens in a remarkable game.
- Armand Duplantis broke his own pole vault world *record / maximum* by clearing 6.18m at the Indoor Grand Prix in Glasgow on Saturday.
- Amiens, who are in the relegation zone, raced into a huge lead when Gael Kakuta set up a Serhou Guirassy opener before *scoring / rating* a brilliant second himself.
- Erik ten Hag's side needed to win by two *matches / goals* or more in Spain to finish top of the group.
- While Arsenal's margin of *victory / defeat* could have been more significant, there were *still other* positives for Arteta to take.
- While they made a slow *jerk / start*, the Premier League leaders achieved their objective.
- We only lost the game because the *referee/spectator* was biased.
- The tennis tournament, featuring the eight best *players / gamers* of the year, was moved from *usual* host city for the second successive year.
- Our team reached the *semi-final/semi-closing* but then we were beaten.
- In 2014, Eve Muirhead was the youngest skip to win an Olympic *medal / badge* as her team *claimed* bronze.

SELF-CHECK

<i>Sports and Leisure Vocabulary</i>	<i>Word patterns</i>
Leisure	be/stay/keep/get in shape
relaxing	be hurt/in pain/injured
dabble	complain of/about
hobby	be good/bad at sth
idle	worry about

collection	be tired of/be sick of/be bored of
enthusiasm	be in danger of
passion / passionate	benefit from
fanatic	cope/deal with
talent / talented	suffer from
thrill	be worth (ing)
pursue	in need of sth
startling	exposure to
overrate / underrate	a result of
self-esteem	be prone to sth
persistence	the advantage/disadvantage of sth
obsessed	
acquire	<i>doing a sport</i>
examine	do – aerobics / high / long jump / judo
noticeable	go – riding / skiing / swimming
deliberate	play – bridge / football / tennis
pursuit	score – a goal / a point
conclusion	throw – the discus / the javelin / the hammer
insight	
riddle	win (a game / a match)
Sport	
<i>sports and sportspeople</i>	avoid (stress)
archer / archery	be a fitness fanatic / freak
athlete / athletics	cut down (on fatty food)
baseball	do (regular) exercise
basketball	give up (smoking)
boxer / boxing	get enough sleep
cross-country skiing	(be) out of shape
diver / diving	stay fit
downhill skiing	stay in shape
fencer / fencing	feel (a bit) off-colour (<i>informal</i>)
football (<i>AmE</i> soccer)	feel (a bit) under the weather (<i>informal</i>)
golf / golfer	feel a bit poorly
gymnast / gymnastics	feel dizzy
hammer throw(ing)	feel drowsy
hockey	feel sick
(long / high / triple) jump	feel terrible
marathon	addicted (to drugs / alcohol)
pole vault	
race	
rollerblades (<i>pl</i>) / rollerblading	
rollerskating	
run / runner	
skateboard / skateboarding	
skater / (figure / speed) skating	
ski jump / ski-jumper	
skier / skiing	

<p>sprint / sprinter sumo wrestling swimmer / swimming table tennis / tennis volleyball water polo / water sports weightlifter / weightlifting windsurfer / windsurfing wrestle / wrestling <i>people, places, things, events</i> amateur bat champion / championship coach competition (tennis, squash, badminton) court draw drug test fan goal / goalkeeper gym (gymnasium) ice skates net Olympic games (football / rugby / hockey) pitch professional racket referee / umpire (ice / skating) rink score ski slope spectator sports equipment / sports facilities stadium (hockey) stick supporter team sport tournament train turn professional work out</p>	
<p>Phrasal verbs get up to – do an activity feel up (to) – feel well enough to cut down (on) – reduce the amount of get over – recover from give up/in – stop doing look after – take care of</p>	<p>Word formation exhaust – exhausted, exhausting, exhaustion tire – tired, tiring, tiresome aware – awareness, unaware prepare – preparation, prepared recover – recovery injure – injured, injury</p>

<p>put on – gain weight work out – do exercise warm up – prepare for sth get rid of – throw/give away or sell pull through – recover from sign up for – do/join a team or club</p>	<p>pain – painful, painless suffer – suffering bore – boredom, boring, bored train – training, trained swell – swelling like – likely, likeliness</p>
<p>Fixed phrases as far as I know likely to result in take care as (one) can imagine be somewhat sth (feel) as good as new (<i>informal</i>)</p>	<p>Idioms Get your heart pumping – get active/excited Push yourself – make an effort Risk life and limb – do something very dangerous Feel like smb is made of glass – be prone to injury Follow suit – do the same as smb</p>

Module 3

Health & Medicine

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Healthy Lifestyle Benefits: Tips for Living Your Strongest, Healthiest Life Yet

1. _____

Ask 50 people to define what a “healthy lifestyle” is, and you’ll likely get 50 different answers. That’s because there’s no one way to be healthy. A healthy lifestyle simply means doing things that make you happy and feel good. For one person, that may mean walking a mile five times a week, eating fast food once a week, and spending virtual or in-person time with loved ones every other day. For someone else, a healthy lifestyle may be training and running two marathons a year, following a keto diet, and never having a sip of alcohol.

2. _____

Healthy habits can reduce the risk of various diseases, including those that may run in your family. For example, in a recent study, adults who followed a standard American diet (rich in fruits and vegetables) for 8 weeks had a reduced risk of cardiovascular disease.

In another study, researchers found that every 66-gram increase in daily fruit and vegetable intake was associated with a 25 percent lower risk of developing type 2 diabetes. Swapping out some refined grains for whole grains also reduces the risk of disease.

3. _____

It’s always smart to see your primary care physician for an annual physical exam. This is especially true seeing how some health conditions, such as high blood pressure, are “silent.” This means they don’t have any symptoms, so unless you are checked, you usually don’t know you have the condition. However, the healthier you are, the less likely you will have to see a doctor. This could save money by reducing co-pays, the need for prescriptions, and other treatments.

4. _____

Basic healthy habits are connected with living a longer life. If, at age 50, you’ve never smoked, maintain a healthy weight, are regularly active, follow a healthy diet, and keep alcohol to a moderate consumption, you could live up to 14 years longer. Making even a few of these changes could lengthen your lifespan.

Ultra-processed foods are those that contain refined grains and additives to change the texture, taste, or colour. Some examples of these foods are cheese puffs, packaged dessert cakes, chicken nuggets, and sweetened breakfast cereals. More than 70 percent of foods in U. S. supermarkets are ultra-processed.

5.

The making of ultra-processed foods contributes to greenhouse gas emissions, water scarcity, decreased biodiversity, plastic waste, and deforestation. But it's not only about what you eat more or less of. Replacing short car rides with biking can also cut back on the amount of carbon dioxide released into the atmosphere.

Your journey toward a healthier lifestyle starts with small changes that you feel confident you can achieve.

(Adapted from:

<https://www.healthline.com/health/fitness-nutrition/healthy-lifestyle-benefits>)

- A Improving overall health
- B Lessening your expenses
- C Avoiding falling ill
- D Differing attitudes
- E Influencing climate scenario
- F Ensuring healthy weight
- G Promoting longevity
- H Improving due to additives

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch – hay fever. I got the book, and read all I came to read; and then, in an unthinking moment, I idly turned the leaves, and began to indolently study diseases, generally. I forget which was the first distemper I plunged into – some fearful, devastating disorder – and, before I had glanced half down the list of “premonitory symptoms,” I realised that I had fairly got it.

I sat for a while, frozen with horror; and then, in despair, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got; turned up St. Vitus's Dance – found, as I expected, that I had that too, – began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically – read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only illness I could conclude I had not got was housemaid's knee.

I felt rather hurt about this at first; it seemed offending. Why hadn't I got housemaid's knee? After a while, however, less strong feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee. Gout, in its most dangerous stage, it would appear, had seized me without my being aware of it; and zymosis I had evidently been suffering from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to “walk the hospitals,” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill; so I thought I would do him a good turn by going

to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundreds of your ordinary, commonplace patients, with only one or two diseases each."

(Adapted from:

Jerome K. Jerome *Three Men in a Boat*

<http://www.authorama.com/three-men-in-a-boat-1.html>

<https://booksonline.com.ua/view.php?book=165087>)

6. Why did the narrator go to the British Museum?

- A to indolently study diseases
- B to find out the symptoms of the distemper he plunged into
- C to get to know how to cure his symptoms
- D to look through premonitory symptoms

7. What is NOT true according to the text?

- A He decided to read the information in A-Z order.
- B He thought he suffered from typhoid fever.
- C Bright's disease was not terminal.
- D The acute stage could last for another fortnight.

8. What disease did he believe was passed on him?

- A Bright's disease
- B Cholera
- C Diphtheria
- D Gout

9. What were his feelings about not having housemaid's knee?

- A He felt harmed
- B He felt excited
- C He felt selfish
- D He felt enthusiastic

10. What did he think of himself from a medical point of view?

- A He could be a good student of medicine
- B Students would take him to hospital
- C He could award diplomas to students
- D Students could learn medicine studying him

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Habits of Super-Healthy People

11. It's important for a bunch of reasons. It jump-starts your metabolism and stops you from overeating later. Plus, studies show that adults who have it do better at work, and kids who are served it score higher on tests. If a big plateful first thing isn't for you, keep it light with a granola bar or a piece of fruit. Just don't skip it.

12. Don't just grab another cup of coffee – get up and move. Do some deep lunges or stretches. It's great for your body and mind. Just 30 minutes of walking five times a week may help keep the blues at bay. And if you can't do those minutes all at once, short bursts help, too.

13. Checking your email and social media a lot? Sure, your friends' and family's latest updates are just a click away, but do you really need to see pictures of your cousin's latest meal? Let it wait until morning. Set a time to log off and put the phone down. When you cut back on screen time, it frees you to do other things. Take a walk, read a book, or help your cousin chop veggies for their next great dinner.

14. Acquiring additional skills helps keep your brain healthy. Sign up for a dance class or a creative writing workshop. Better yet, master a new language. The mental work it takes can slow the signs of ageing and may even delay the effects of Alzheimer's disease.

15. If you light up, quit. It's a big move toward better health. Your body repairs itself quickly. As soon as 20 minutes after your last cigarette, your heart rate and blood pressure drop. Why wait? Kick the habit, today. Your doctor will be happy to help you get started.

16. Strength training helps your body trade fat for muscle mass. That means you'll burn more calories even when you're being a couch potato. But these workouts can also help you slim down, strengthen your heart, and build up your bones. Do strength-training exercises – like push-ups, lunges, and weight lifting – at least twice a week.

(Adapted from: <https://www.webmd.com/fitness-exercise/ss/twelve-habits-super-healthy-people>)

Which habit presupposes _____?

- A keeping your balance
- B abandoning it
- C having morning meal
- D learning something new
- E planning your meals
- F training your muscles
- G taking an exercise break
- H going offline

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Autumn Anxiety: Why You May Feel More Stressed This Season

“Once the hot summer weather has subsided, autumn is a great time for enjoying the outdoors, (17) _____ by taking long walks or cycle rides. Alternatively, start a new sport or join the gym,” doctors say.

“Exercise is key across the board for mental health disorders. Every study shows improved mood after exercise,” Thornton said. Rather than associating autumn with negative experiences, Thornton said to try to look at it (18) _____.

“Humans are very focused on loss. In this case, the loss of sunlight and being outside, so try to think about what you can do about being inside,” she said. “Rather than thinking, ‘It's cold and I'll be stuck inside,’ try to think of being inside as, say, cosy,” she said.

One way to do this is (19) _____ in your home with a comfortable, warm blanket, or accent pillows that are autumn colours. "Now, you are taking what feels like a loss and are thinking about it in a different way," said Thornton.

Cognitive behavioural therapy (CBT) has been shown in research Trusted Source to effectively treat anxiety and seasonal affective disorder. Additionally, antidepressants are (20) _____.

"This is because SAD is more about depression. However, it does tend to start in autumn because of the anticipatory anxiety and because the days are getting shorter," said Thornton.

If (21) _____, Morrison says to see your doctor. "Don't wait until things get really bad," she said. "If you start to feel anxious and depressed, (22) _____ to improve your mood."

Thornton agreed, noting that she advocates exercise with all her clients.

Autumn is an excellent time to think about what you eat, said Morrison.

Thornton agreed, saying the autumn season is a great time to make your favourite seasonal soups and warm meals you didn't get to eat over the summer.

(Adapted from:

<https://www.healthline.com/health-news/autumn-anxiety>)

A you find yourself feeling overwhelmed

B take prompt action

C your mood has changed for the better

D often prescribed for SAD

E differently by reframing

F so do make the most of it

G can be done

H to change the environment

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Basic First Aid Knowledge Is Essential

Most people are (23) _____ to take first aid training programmes because they think that the chances of emergencies happening are highly unlikely. However, mishaps, accidents, and certain contingencies can occur anytime. These scenarios may cause serious physical injury when there's nobody around to perform immediate first-aid treatment.

First aid (24) _____ to the immediate care you should provide when a person is injured, poisoned, or sick. The goal is to ease the pain or reduce its potential from worsening before they receive full treatment.

When (25) _____ first aid, it's crucial to keep the three Ps in mind – preserve life, prevent deterioration, and promote recovery.

If you're in the same place where the accident occurred, step up and provide immediate care. If the person is (26) _____, you ought to initially introduce yourself as the first aid responder and ask permission before you can touch and help them. However, if the person is dazed or has (27) _____, you can assume that they're willing to receive aid.

Being helpless during a critical situation might lead you to panic, especially if it's your loved one whose life is on the line. You may have (28) _____ later on for not being able to take appropriate action during the event.

(29) _____, if you've undergone first aid training, you'll be able to determine the appropriate steps to manage the patient's trauma, pain, or wounds. At the same time, this helps you to identify whether the situation is a minor or serious one.

For instance, if the patient acquired minor injuries or superficial skin abrasions, you can offer simple solutions to (30) _____ the need for having the person sent to the hospital. With your first aid experience, you'll have an idea of how to lightly put pressure on the wounded area and control the bleeding.

On the other hand, if the person has sustained a major injury, you can stop the situation from becoming worse as you administer temporary relief and (31) _____ their suffering. All these can help you rescue anyone and save their lives without waiting for medical responders to arrive. (32) _____ yourself with adequate first aid knowledge and training, you can empower yourself and gain experience on how to approach these emergencies.

(Adapted from:

<https://medicalaid.org/9-reasons-basic-first-aid-knowledge-is-essential/>)

23	A	eager	B	reluctant	C	willing	D	ready
24	A	cites	B	names	C	mentions	D	refers
25	A	prescribing	B	reducing	C	providing	D	feeling
26	A	invidious	B	conscious	C	sick	D	premonitory
27	A	passed out	B	passed around	C	passed away	D	passed by
28	A	regards	B	regatta	C	regress	D	regrets
29	A	Though	B	Although	C	However	D	Besides
30	A	evacuate	B	eliminate	C	extinct	D	enrich
31	A	aggravate	B	ease	C	irritate	D	provoke
32	A	By equipping	B	Having equipping	C	For equipping	D	To equipping

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Health on Holiday

Nobody wants to deal with a medical emergency when they are on holiday. In practice you may not have (33) _____ choice in the matter, and it is best to be as (34) _____ prepared as possible. If you're travelling independently that means taking a medical kit.

The whole idea of the kit (35) _____ that you can carry it around with you, therefore it needs to be both light and compact. You can buy a pre-packed kit (36) _____ includes the main essential items, and this should be adequate in most situations. The problems that you are most likely to encounter will be minor inconveniences – cuts, stings, blisters, and so on, and these can (37) _____ out easily by using the things in the kit.

If you do decide to put your own kit together, however, do bear in mind that it's pointless (38) _____ items that you don't know (39) _____ to use; complicated bandages for example that only a trained nurse can put on correctly. It's much (40) _____ important to buy, read and preferably pack a good basic first aid book. This (41) _____ you to know what to do in any less familiar situation as well as in any possible emergencies.

Finally, keep your first aid kit in a pocket or towards the top of your bag in case you need to find it in (42) _____ hurry.

(Adapted from:

*First Certificate Practice Tests Plus New Edition/N. Kenny, L. Luque-Mortimer.
Pearson/Longman, 2011)*

33	A	any	B	some	C	less	D	more
34	A	far	B	good	C	well	D	better
35	A	was	B	are	C	is	D	is being
36	A	why	B	that	C	what	D	whose
37	A	sort	B	being sorted	C	to be sorted	D	be sorted
38	A	been included	B	include	C	including	D	included
39	A	how	B	why	C	what	D	where
40	A	surely	B	most	C	more	D	sure
41	A	is helping	B	will helps	C	will have helped	D	will help
42	A	a	B	an	C	the	D	—

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

operate	medicine	workout	surgery	operations
treat	health	depression	headache	muscles
recovery	emergency	first aid	prevent	

- Start your _____ with some gentle stretching exercises.
- Acupuncture can help relieve pain and _____ a range of other complaints.
- Lack of sleep can cause car wrecks, bad decisions, _____ and heart disease.
- They have all had major _____ at some time in their lives, but there are no doubts about their fitness.
- Herbal medicine includes the use of herbs and plants to promote and improve _____.
- To prevent certain paralysis they needed to perform a series of _____.
- All that light from your TV or smart device can make your eyes sensitive and give you a _____.
- Giving appropriate, temporary relief can help minimise the patient's _____ time.
- Take a teaspoonful of _____ before going to bed.
- When you sit for a long time, you put a lot of stress on your back _____, neck, and spine.
- If your friend acquires burns or cuts, you can easily cope with the _____ by using simple items around you.
- While you can learn to perform _____ with the help of online resources, it's much better to attend actual classes.
- Doctors had to _____ on her stomach.
- Lifestyle medicine is a medical approach that builds behaviours to help treat, manage and _____ chronic disease.

2. Choose the best word which completes each of these sentences.

- I'm a very _____ person because I've been going to the gym and doing different sports for years.
a. listless b. sick c. reluctant d. fit
- Mothers and family members treated most _____ in ancient times.
a. antidepressant b. illnesses c. recovery d. vaccinations

3. Priests said prayers to help the _____ and protect from illness.
a. sick *b. fit* *c. sickening* *d. worsening*
4. _____ mostly cared for older people who could not look after themselves.
a. muscles *b. operations* *c. hospitals* *d. prescriptions*
5. A healthy diet, exercise and other lifestyle factors have long been suggested as ways to _____ illness.
a. deteriorate *b. commence* *c. fancy* *d. prevent*
6. Dewey had been in hospital for several weeks suffering _____ malaria.
a. from *b. of* *c. for* *d. on*
7. It is important to note that first aid is not medical _____ and cannot be compared with what a trained medical professional provides.
a. despair *b. emergency* *c. treatment* *d. suffering*
8. High _____ can damage your health in many ways.
a. prescription *b. treatment* *c. blood pressure* *d. vaccination*
9. Keep in mind that _____ is a boon for overall health.
a. treat *b. drug* *c. exercise* *d. cold*
10. Common anxiety signs and symptoms include: breathing rapidly, sweating, trembling and having _____.
a. cough *b. panic* *c. flu* *d. arthritis*
11. _____ may be entered into an electronic medical record system and transmitted electronically to a pharmacy.
a. measles *b. drugs* *c. prescriptions* *d. medical kits*
12. Many studies have shown that yoga can help people manage _____ caused by a host of conditions, from headaches to arthritis to lingering injuries.
a. pain *b. walking* *c. hospital* *d. training*
13. Pain can linger for weeks or even months, causing needless _____ and interfering with quality of life.
a. recovery *b. workout* *c. suffering* *d. drugs*
14. Apparently Don's wife is seriously ill, and they think it might be _____.
a. dental pain *b. a cold* *c. abrasion* *d. cancer*

3. Choose the correct word.

1. My trainer said I shouldn't give **out/ up** the gym.
2. I was very **unfit/ fit** but determined to do some hill walking.
3. They need to operate **on/ in** her stomach.
4. The woman was rushed to a hospital about 20 miles away, resulting in about a one-hour delay in **treatment/ cure**.
5. You must be very fit if you do so much **running/ worsening**.
6. I'm thinking of **signing up/ running in** for a yoga course.
7. It was difficult to **treat/ recover** patients because of a shortage of medicine.
8. I nearly passed **out/ on** when I saw all the blood.
9. I always feel better after a good **complication/ workout**.
10. There is still no cure **from/ for** AIDS.
11. The government aims to influence people's behaviour to improve their **lifestyle/ lifespan** to reduce chances of cancer.
12. Patients do not pay for emergency treatments, medical advice, periods in **ailment/ hospital** or medical tests.
13. You can get help from a GP for free, but you'll usually need to make a(n) **appointment/ prescription**.
14. To **prevent/ promote** the spread of coronavirus (COVID-19) there have been changes to GP appointments

SELF-CHECK

<p>Keeping fit</p> <p>exercise</p> <p>follow a (healthy/ low-fat) diet</p> <p>healthy lifestyle</p> <p>jogging</p> <p>join the gym</p> <p>lifespan</p> <p>moving</p> <p>running</p> <p>start a sport</p> <p>stretching</p> <p>swimming</p> <p>train for the marathon</p> <p>training</p> <p>take a walk/ a ride</p> <p>walking</p> <p>workout – a period of physical exercise, especially as training for a sport</p>	<p>Adjectives</p> <p>conscious</p> <p>dazed – <i>unable to think clearly, especially because of a shock, accident etc.</i></p> <p>fit – <i>someone who is fit is strong and healthy, especially because they exercise regularly</i></p> <p>indolent – <i>lazy</i></p> <p>invidious – <i>written unpleasant, especially because it is likely to offend people or make you unpopular</i></p> <p>listless – <i>feeling tired and not interested in things</i></p> <p>premonitory – <i>formal giving a warning that something unpleasant is going to happen</i></p> <p>prompt – <i>done quickly, immediately, or at the right time</i></p> <p>reluctant – <i>slow and unwilling</i></p> <p>sick</p> <p>sickening – <i>very unpleasant and making you feel as if you want to vomit</i></p> <p>superficial – <i>not serious</i></p> <p>worsening</p>
<p>Health/ Medicine</p> <p>acute stage</p> <p>ailment – <i>an illness that is not very serious</i></p> <p>an annual physical exam</p> <p>antidepressant</p> <p>anxiety</p> <p>blister – <i>a swelling on your skin containing clear liquid, caused for example by a burn or continuous rubbing</i></p> <p>blood pressure</p> <p>complication – <i>a medical problem or illness that happens while someone is already ill and makes treatment more difficult</i></p> <p>cure for – <i>a medicine or medical treatment that makes an illness go away</i></p> <p>cut – <i>skin wound</i></p> <p>despair</p> <p>disease – <i>an illness which affects a person, animal, or plant</i></p> <p>(medical) emergency</p> <p>first aid</p> <p>general practitioner (GP) – <i>a doctor who is trained in general medicine</i></p> <p>hospital</p> <p>illness</p>	<p>Nouns</p> <p>accident – <i>a situation in which someone is injured or something is damaged without anyone intending them to be</i></p> <p>additive – <i>a substance that is added to food to improve its taste, appearance etc.</i></p> <p>ageing – <i>American English aging</i></p> <p>chum – <i>informal old-fashioned a good friend</i></p> <p>contingency – <i>an event or situation that might happen in the future, especially one that could cause problems</i></p> <p>co-pay – <i>additional payment</i></p> <p>mishap – <i>a small accident or mistake that does not have very serious results</i></p> <p>rescue</p> <p>scourge – <i>something that causes a lot of harm or suffering</i></p>

<p> life-threatening illness malady – <i>old use an illness</i> medical kit medicine/ drug panic patient prescription primary care physician recovery responder – <i>American English a member of the police, fire, or medical services who has been specially trained to be the first person to go to a very serious accident or to an extremely dangerous and unexpected situation that must be dealt with quickly</i> side effects of drugs sting – <i>a wound or mark made when an insect or plant stings you</i> suffering surgeon surgery on symptom a trained nurse treatment tumour – <i>a mass of diseased cells in your body that have divided and increased too quickly</i> vaccination wounded area administer temporary relief become/fall/ get ill (sick <i>American English</i>) cause physical injury control the bleeding donate organs, to be a donor ease/reduce/ lessen/ alleviate the pain feel one's pulse feel stressed/ anxious/ depressed/ overwhelmed go to see/visit a doctor have/undergo an operation have/undergo surgery lightly put pressure on the wounded area listen to one's chest look at one's tongue make an appointment/ to have an appointment to see the doctor – <i>an arrangement for a meeting at an agreed time and place, for a particular purpose</i> manage the patient's trauma/ pain/ wounds need surgery </p>	
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<p>practise self-medication with non-prescription medicines</p> <p>provide immediate care</p> <p>put on bandages</p> <p>suffer/ sustain a major injury</p> <p>take one's temperature/ blood pressure</p> <p>treat illness</p>	
<p>Types of treatment</p> <p>Acupuncture: <i>to insert very fine needles into the body at points along the meridians</i></p> <p>Cognitive behavioural therapy</p> <p>Integrative medicine – <i>a combination of traditional and alternative medicine</i></p> <p>Homoeopathy: <i>a way of treating illnesses using very small amounts of natural substances</i></p> <p>Osteopathy: <i>a treatment of injuries to bones and muscles using pressure and movement</i></p> <p>Reflexology: <i>a treatment in which your feet are rubbed and pressed in a special way in order to improve blood flow and help you relax</i></p> <p>Surgery: <i>medical treatment in which a surgeon cuts open your body to repair or remove something inside</i></p> <p>Therapy: <i>the treatment of an illness or injury over a fairly long period of time</i></p> <p>Yoga</p>	<p>Phrasal verbs</p> <p>cut back on – <i>to reduce the amount, size, cost etc. of something</i></p> <p>go down with something – <i>to become ill, especially with an infectious disease</i></p> <p>light up – <i>informal to light a cigarette</i></p> <p>log off/out – <i>to stop using a computer system by giving it particular instructions</i></p> <p>pass away – <i>to die</i></p> <p>pass out – <i>to become unconscious</i></p> <p>sort something/somebody out – <i>to successfully deal with a problem or difficult situation</i></p> <p>pass something on – <i>a) to give something, especially a disease, to your children through your genes; b) to give a slight illness to someone else</i></p> <p>put something together – <i>to make a machine, model etc. by joining all the different parts [= assemble]</i></p> <p>sign up for – <i>to put your name on a list for something because you want to take part in it</i></p> <p>turn over – <i>British English to turn a page in a book or a sheet of paper to the opposite side</i></p>
<p>Diseases</p> <p>abrasion – <i>an area on the surface of your skin that has been injured by being rubbed against something hard</i></p> <p>ague – <i>old-fashioned a fever that makes you shake and feel cold</i></p> <p>AIDS</p> <p>arthritis</p> <p>asthma</p> <p>cancer</p> <p>chickenpox</p> <p>cold</p> <p>dental pain</p> <p>depression</p> <p>distemper – <i>a serious infectious disease that affects animals, especially dogs</i></p> <p>flu</p>	<p>Fixed phrases</p> <p>be in a good/bad mood</p> <p>be in a hurry</p> <p>be on the line – <i>if something important is on the line, there is a risk that you might lose it or something bad could happen to it</i></p> <p>be/go on a diet</p> <p>bear in mind</p> <p>do somebody a good/bad turn – <i>to do something that is helpful or unhelpful for someone</i></p> <p>get interested in</p> <p>give someone a diagnosis</p> <p>keep/hold something at bay – <i>to prevent something dangerous or unpleasant from happening or from coming too close</i></p> <p>operate on</p> <p>phone/ring/call in sick – <i>to call to say you are not coming to work because you are ill</i></p>

<p>gout – <i>a disease that makes your toes, fingers, and knees swollen and painful</i></p> <p>hay fever</p> <p>headache</p> <p>heart attack</p> <p>measles</p> <p>mental health disorder</p> <p>pneumonia</p> <p>seasonal affective disorder (SAD)</p> <p>ulcer</p> <p>virus</p>	<p>run in the family – <i>if something such as a quality, disease, or skill runs in the family, many people in that family have it</i></p> <p>suffer from a disease</p>
<p>Symptoms</p> <p><i>to have a cold/ a cough/ a sore throat/ a temperature/ a stomach ache/ chest pains/ earache/ a pain in one's side/ a rash on one's body/ a bruise on one's leg/ a black eye/ swollen glands/ high fever/ aching muscles</i></p>	<p>Idioms</p> <p><i>as pale as a ghost – extremely pale</i></p> <p><i>be back on one's feet – physically healthy again</i></p> <p><i>be/feel under the weather – slightly ill</i></p> <p><i>be as fit as a fiddle – to be healthy</i></p>
<p>Verbs</p> <p><i>commence – formal to begin or to start something</i></p> <p><i>cure somebody of something</i></p> <p>delay</p> <p><i>deteriorate – to become worse</i></p> <p><i>fancy – to think or believe something without being certain</i></p> <p><i>lunge – to make a sudden strong movement towards someone or something, especially to attack them</i></p> <p>poison</p> <p><i>ponder – formal to spend time thinking carefully and seriously about a problem, a difficult question, or something that has happened [= consider]</i></p> <p>prescribe</p> <p>preserve (life)</p> <p>prevent</p> <p>promote (recovery)</p> <p><i>reduce the risk</i></p> <p>reflect</p> <p>save</p> <p><i>skip – informal to not do something that you usually do or that you should do [= miss]</i></p> <p><i>swap – to stop using or get rid of one thing and put or get another thing in its place</i></p> <p><i>treat – to treat somebody with something</i></p> <p><i>vomit – to bring food or drink up from your stomach out through your mouth, because you are ill</i></p>	

Module 4

The World around Us

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

World's Air Pollution

1. _____

Air pollution refers to the release of pollutants into the air – pollutants which are detrimental to human health and the planet as a whole. It means any physical, chemical or biological change in the air. It is the contamination of air by harmful gases, dust and smoke which affects plants, animals and humans drastically.

2. _____

Like people, animals, and plants, entire ecosystems can suffer from air pollution. Air pollution particles eventually fall back to Earth. Air pollution can directly contaminate the surface of bodies of water and soil. This can kill crops or reduce their yield. It can kill young trees and other plants. Sulphur dioxide and nitrogen oxide particles in the air can create acid rain when they mix with water and oxygen in the atmosphere.

3. _____

Pollution enters the Earth's atmosphere in many different ways. Most air pollution is created by people, taking the form of emissions from factories, cars, planes, or aerosol cans. Second-hand cigarette smoke is also considered air pollution. These man-made sources of pollution are called anthropogenic sources. Some types of air pollution, such as smoke from wildfires or ash from volcanoes, occur naturally. These are called natural sources.

4. _____

Anybody can take steps to reduce air pollution. Millions of people every day make simple changes in their lives to do this. Taking public transportation instead of driving a car, or riding a bike instead of traveling in carbon dioxide-emitting vehicles are a couple of ways to reduce air pollution. Avoiding aerosol cans, recycling yard trimmings instead of burning them, and not smoking cigarettes are others.

5. _____

Kyoto Protocol is the agreement adopted in 1997 that aimed to reduce carbon dioxide emissions and the presence of greenhouse gases in the world. Most developed nations have adopted their laws to regulate emissions and reduce air pollution. In the United States, debate is under way about a system called cap and trade to limit emissions. This system would cap, or place a limit, on the amount of pollution a company is

allowed. Companies that exceeded their cap would have to pay. Companies that polluted less than their cap could trade or sell their remaining pollution allowance to other companies.

(Adapted from:

<https://education.nationalgeographic.org/resource/air-pollution>)

- A From pollution to solution
- B The classification of air pollution origins
- C Hazardous pollutants
- D The essence of air pollution
- E The impact on human beings
- F Effects on the environment
- G The world legislative attempts to address the air pollution problem
- H Air pollution in the United States

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Wordsworth's Lake District

Two hundred years ago the English poet William Wordsworth wrote a poem that expresses a basic spirit of early English Romanticism. It was Thursday, 15 April 1802. William and Dorothy Wordsworth, the poet's devoted, journal-writing sister, were walking home to Dove Cottage in the Lake District. The wind was fierce, but the Wordsworth siblings were used to striding long distances in foul weather. They were in the woods close to the water side when they first clapped eyes on a field of daffodils 'fluttering and dancing in the breeze'.

What makes this poem an example of Romantic thinking? It isn't just that Wordsworth chooses to write about a natural scene: it is the way he describes the scene as if it had human emotions. For him, nature is not merely a neutral mixture of scenery, colours, plants, rocks, soil, water and air. It is a living force that feels joy and sadness, shares human pain and even tries to educate us human beings by showing us the beauty of life.

Wordsworth's home, Dove Cottage, is now one of the most popular destinations in the Lake District. You can go on a tour of the garden which William planted with wild flowers and which survived in his backyard even after they disappeared from the area. 'He always said that if he hadn't been a poet, he would have been a terrific landscape gardener,' says Allan King of the Wordsworth Trust, the organisation that looks after the cottage and gardens.

The Lake District in the north-west of England becomes particularly crowded during the summer months with tourists and ramblers eager to enjoy the region's majestic valleys, hills and sparkling lakes. Wordsworth himself was far from keen on tourists, which was quite apparent. He wanted outsiders to admire the local sights he enjoyed so much, but was afraid the district might be 'damaged' by too many visitors. He opposed the coming of the trains, and campaigned in the 1840s against a plan to link the towns in the area – Kendal, Windermere and Keswick – by rail.

The place near Ullswater, where Wordsworth saw the daffodils, is at the southernmost end of the lake. The lake is wide and calm at this turning point. There's a bay where the trees have had their soil eroded by lake water so that their roots are shockingly exposed. You walk along from tree to tree, hardly daring to breathe, because you are walking in the footprints of William and Dorothy from two centuries ago. The first clumps of daffodils appear, but they aren't tall yellow trumpets proudly swaying in the breeze. They're tiny wild daffodils,

most of them still green and unopened, in clumps of six or seven. They are grouped around individual trees rather than collecting together.

*(Adapted from: Osbourn Ch. Exam Essentials Practice Tests.
Cambridge English: First (FCE), 2015)*

6. According to the article, the poem by Wordsworth

- A was written to the journal
- B was motivated by the foul weather
- C began the Romantic period in England
- D was inspired by the scene the poet saw

7. What was the poet's attitude to nature?

- A He felt nature could cause pain to people
- B He thought nature was a human being
- C He believed people could educate by nature
- D He believed nature had its own character

8. According to the text, Dove Cottage

- A has a wide range of wild flowers in its garden
- B attracts numerous visitors
- C has gardens designed by a terrific landscape gardener
- D wild flowers disappeared in the backyard of its garden

9. What is TRUE about Wordsworth according to the text?

- A He was against the railway link between towns in the area
- B He was afraid outsiders could admire the local sights
- C He was keen on tourists from far away
- D He welcomed tourists in the Lake District only in summer

10. What is NOT true about the place near Ullswater?

- A Trees near the lake have their roots washed by the water
- B William and Dorothy used to walk there
- C The daffodils are smaller and wild now
- D There are no daffodils around trees

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Awesome Animal Facts

11. Flamingos are known for standing in shallow water on one leg, but most people are unaware that due to the way in which they have developed a Flamingo has to use the bristles at the top of its beak to filter out the mud and water that gets sucked in along with its actual food. It therefore has to eat with its head upside down as otherwise it would be unable to filter its food properly.

12. Dolphins are mammals so although they live in the sea, and can hold their breath for an exceptionally long time, they do have to come up for air from time to time. It is for this reason that a Dolphin's brain will never fully rest, as it still needs to retain enough motor control to occasionally go up to the surface and breath. Dolphins also sleep with one eye open at all times.

13. On the surface this does not sound too strange but the size and weight of **Blue Whales** is much greater than most believe or can picture in their mind. The average Blue Whale weighs the equivalent of 3–4 Elephants, with the weight of 1 Elephant being in the Whales tongue alone! Take a second to think about that; its tongue weighs the same as an elephant...

14. Leprosy is a bacterial infection that affects humans and if left untreated will go on to cause severe damage to the skin, nerves, extremities and eyes; eventually leading to them going numb and allowing them to get secondary infections. Very few infections affect multiple species of animal, but leprosy is one of the few that actually can as it is able to infect both humans and, for some reason, **Armadillos**.

15. One of the ultimate survivors, the **Cockroach**, unlike most animals, can survive decapitation as its brain is not actually housed inside it, but rather inside of its body. Once decapitated a Cockroach will keep on ticking, walking around, going about its business; eventually dying from starvation as it no longer has a mouth to eat with.

16. The eyes of a **Frog** are made and positioned in such a way that at any given moment they can see everything around them, including what is behind them. As if this did not make them difficult enough to sneak up on, frogs also sleep with both of their eyes open.

(Adapted from: <https://www.thepetexpress.co.uk/blog/general-interest/7-weird-animal-facts-that-you-didnt-know/>)

Which animal _____?

- A is seemingly immortal as can live without one important organ
- B has one organ as heavy as one another animal
- C sees upwards and backwards
- D is an ultimate survivor in the sea
- E has an organ which is always awake
- F demonstrates a unique habit of consuming food
- G can cause secondary infections
- H can catch a contagious disease which is not typical of animals

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

How to Stay Safe around Wild Animals

With summer being the busiest season for most U. S. national parks, the potential for run-ins with wildlife increases – and so do (17) _____. Though most people imagine bears or bison are the animals (18) _____, even small mammals can pose a risk.

“At the Grand Canyon, the number one reason people end up at the clinic is from squirrel bites,” says Kathy Kupper, a spokesperson for the U. S. National Park Service.

It’s illegal to approach, harass, or feed any type of wildlife in national parks, adds Kupper. “No matter the size, no matter how harmless or safe they appear.”

Between 2008 and 2015 in the United States, 1,160 people died in animal encounters, mostly (19) _____, followed by venomous species such as hornets, bees, and snakes.

Though such incidents are rare, they can be made even rarer (20) _____. The first and perhaps most important is (21) _____.

"If your actions cause a reaction from the animal, then you're too close," says Kupper. "And (22) _____ a selfie with wildlife, then you're definitely too close." Why people risk their lives for the ultimate animal selfie.

(Adapted from:

<https://www.nationalgeographic.com/animals/reference/safety-animals-wildlife-attacks-national-parks/>)

- A by following a few basic guidelines
- B to watch out for
- C to preserve in nature reserves
- D visits to the emergency room
- E if you make
- F to give wildlife a lot of room
- G due to domestic animals such as dogs
- H if you can take

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Extinct Passenger Pigeon

A century ago, a bird called the passenger pigeon lived in North America. There were so many passenger pigeons that people often saw great (23) _____ of them flying overhead (24) _____ thousands, even millions, of birds. The noble passenger pigeon's common name (25) _____ the French term pigeon *de passage*, referring to the massive migrations of these birds across the sky. Today, there is not a (26) _____ one left. What happened?

The passenger pigeon became (27) _____. All living passenger pigeons disappeared from the earth entirely. The extinction of the Passenger Pigeon had two major causes. First, the forests where it lived were (28) _____ to make way for farms and cities. Second, many pigeons were shot for sport and because they were good to eat. At that time, there were no hunting laws to protect (29) _____ species like there are now.

This bird numbered an (30) _____ 4 million in the 19th century; the last known bird – a captive pigeon named Martha – died on September 1, 1914. She was roughly 29 years old, with a palsy that made her tremble. Not once in her life had she (31) _____ a fertile egg. The one (32) _____ result of the extinction of the passenger pigeon was that it aroused public interest in the need for strong conservation laws. Because these laws were put into effect, we have saved many other species of our migratory birds and wildlife.

(Adapted from:

<https://www.epa.gov/endangered-species/learn-more-about-threatened-and-endangered-species>)

23	A	herds	B	flocks	C	swarms	D	packs
24	A	consisting	B	composing	C	constructing	D	containing
25	A	comes off	B	comes from	C	comes across	D	comes up with
26	A	single	B	alone	C	lonely	D	solitary
27	A	dead	B	deceased	C	extant	D	extinct
28	A	looked down	B	cut down	C	put down	D	run down
29	A	precarious	B	under danger	C	dangerous	D	endangered
30	A	estimated	B	calculated	C	evaluated	D	measured
31	A	lied	B	laid	C	lay	D	lain
32	A	invaluable	B	valueless	C	worthless	D	inferior

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Graceful and Speedy Hummingbirds

Which creature weighs less than a coin, travels (33) _____ miles alone, and contributes to the reproduction of different plants?

Hummingbirds are the smallest migrating bird. Unlike (34) _____ bird species, they don't migrate in flocks – they prefer to complete their journeys solo. Their migratory routes take them across countries, from the United States to Mexico, but this (35) _____ distance flight doesn't take them too long. They can cover 500 miles in 18–22 hours without (36) _____ breaks!

The small size of hummingbirds plays to their advantage. Most species weigh (37) _____ than a nickel. They are the only birds able to fly backwards, thanks to their flexible shoulder joints that allow their wings (38) _____ 180 degrees.

Hummingbirds have a large hippocampus, a brain region (39) _____ to learning and spatial memory. This gives them the ability to remember the locations of feeders or preferred flowers years later. For this reason, it's important to establish protected areas for wildflowers. Think about it: if you were returning to your favourite restaurant after a year, you (40) _____ to find it closed down.

You (41) _____ be thinking, "Hummingbirds eat SO much! Hummingbirds (42) _____ a lot of flowers to satisfy their nutritional needs while thousands of different plants rely on these pollinators for reproduction.

(Adapted from: <https://bio4climate.org/featured-creature/>)

33	A	hundred of	B	hundreds	C	hundreds of	D	hundred
34	A	another	B	the other	C	others	D	other
35	A	two-thousand-meters	B	two-thousands-meters	C	two-thousand-meter	D	two thousand meter's
36	A	any	B	some	C	no	D	a
37	A	little	B	least	C	fewer	D	less
38	A	rotating	B	to rotate	C	rotate	D	rotated
39	A	dedicated	B	dedicating	C	dedicate	D	dedication
40	A	won't want	B	didn't want	C	wouldn't want	D	wouldn't have wanted
41	A	should	B	might	C	ought to	D	would
42	A	required	B	have required	C	do require	D	are requiring

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

biodegradable	fossil fuel	rainforest	desertification	polluter
wildlife	global warming	sustainable	greenhouse effect	
natural resources	solar energy	greenhouse gas	recycle	extinction

- The _____ Development Goals, also known as the Global Goals, were adopted by the United Nations as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- By definition, _____ happens when the last individual of a species dies.
- _____ is any type of energy generated by the sun.
- _____ plastics are those that degrade naturally over time.
- Carbon dioxide is the most well-known of the _____ emissions.
- A significant increase in the Earth's climatic temperature over a relatively short period of time as a result of the activities of humans is known as _____.
- The fashion industry is the second largest _____ in the world just after the oil industry.
- Generally speaking, a _____ is an environment that receives high rainfall and is dominated by tall trees.
- Their work involves restoring and recreating _____ habitats all across the country.
- Do not use your _____ bins (or carts) for regular trash, yard waste or construction trash.
- Deserts are typically areas covered in sand but _____ extends to mean any areas where land can no longer sustain plant and animal life.
- Different regions have access to different renewable or non-renewable _____ such as freshwater, fossil fuels, fertile soil, or timber.
- Coal, crude oil, and natural gas are all considered _____ because they were formed from the fossilized, buried remains of plants and animals that lived millions of years ago.
- The _____ occurs when heat from the sun becomes trapped in the Earth's atmosphere rather than being reflected back into space

2. Choose the best word which completes each of these sentences.

- Scientists who have recently discovered dinosaur skeletons could not come up with a suitable explanation for the sudden change in climate which caused their _____.
 a. loss b. death c. extinction d. destruction
- This cherry tree begins to _____ in early spring each year.
 a. shrink b. blossom c. wither d. fade
- They use _____ friendly fabrics in their clothing made from recycled plastic bottles.
 a. environmentalist b. environment c. globally d. environmentally
- It is unforgivable that sewage works should overflow when there is a heavy _____.
 a. downpour b. drizzle c. mist d. breeze
- The tree's _____ go three metres down the earth.
 a. trunks b. roots c. twigs d. branches
- A _____ tree loses its leaves in autumn and grows new ones in the spring.
 a. bush b. shrub c. coniferous d. deciduous

7. A _____ of fish can be defined as a shoal of fish swimming in the same direction.
a. colony *b. pride* *c. school* *d. swarm*
8. _____ are any animal in which the female gives birth to babies, not eggs, and feeds them on milk from her own body.
a. Mammals *b. Reptiles* *c. Herbivorous* *d. Crustaceans*
9. _____ are any of various small mammals with large, sharp front teeth, such as mice and rats.
a. Amphibians *b. Carnivores* *c. Marsupials* *d. Rodents*
10. Industrial _____ is any unwanted material produced by various industrial activities and processes, including chemical solvents, dyes, sludge, metals, etc.
a. litter *b. waste* *c. rubbish* *d. refuse*
11. This new system should _____ vehicle use in the city on high pollution days.
a. keep out *b. put by* *c. cut down* *d. drop out*
12. We selected some stuff from home that should be eliminated from our lives not to _____ the environment and create more sustainable living.
a. injure *b. hurt* *c. wound* *d. harm*
13. A long period when there is no rain and when the land is dry is called a _____.
a. flood *b. drought* *c. hurricane* *d. earthquake*
14. Every cloud has its silver _____.
a. lightning *b. rainbow* *c. thunder* *d. lining*

3. Choose the correct word.

1. Coral reefs and mangrove swamps provide invaluable **protection / conservation** from cyclones and tsunamis for those living on coasts, while trees can absorb air pollution in urban areas.
2. These dog **breeds / species** are known for watchful dogs who have excellent recall and obedience skills.
3. The largest surviving land-animals have an average **lifespan / age** of 70 years and a recent Zimbabwean study has found that female African elephants can potentially remain fertile until their death.
4. Birds may often cause severe damage **to / on** fruit or agricultural crops, and for several reasons the incidence of damage seems to be increasing.
5. Peacocks use their beautiful tails to attract **mates / males**.
6. Animals would produce more young **at / in** the wild than they do in captivity.
7. The environmental group is demanding a complete prohibition against the hunting **in / of** whales.
8. Poaching and trafficking of rhino horns still prevents the species from recovering to early 20th-century levels and put them **in / on** danger of extinction.
9. The impacts of pesticides **to / on** wildlife are extensive, and expose animals in urban, suburban, and rural areas to unnecessary risks.
10. Roughly 1 million species of animals and plants worldwide are **on / at** the verge of extinction, warns a new UN Report.
11. A **dark / black** hole is a region in space where the force of gravity is so strong that nothing, not even light, can escape from it.
12. Temperatures have **risen / raised** over the past few days. The temperature is almost 80 degrees, and the humidity 35%.
13. At night, adult scorpions prowl the **desert / dessert** for insects.
14. Human beings aim to reduce their carbon **footprint / foot-trace** by using less cars.

SELF-CHECK

<p><i>The World around Us Vocabulary</i> animals – carnivore, herbivore, mammal, predator, prey, reptile; breed, species; herd, flock, litter, pack, school, swarm climate – weather, climate change/ global warming desert/ hill/ field/land/mountain/ plain develop/construct/build environmental damage – acid rain, carbon dioxide,</p>	<p>Word patterns be aware of be considerate of be famous/known for be short of/on be similar to be worried about become extinct</p>
<p>deforestation, greenhouse effect, landfill, oil spill, ozone hole extinct/endangered/be in danger forecast/prediction green living – biodegradable, disposable, eco-friendly, energy- saving, environmentally friendly, ozone-friendly, sustainable development natural disasters – drought, earthquake, flood, hurricane, landslide, tornado, tsunami ocean/sea/lake/reservoir/pond/puddle plants – branch, leaf, petal, root, seed, thorn, trunk prevent/impede protect/defend recycle/reuse rubbish/trash/waste/refuse/litter/garbage weather – avalanche, blizzard, dew, downpour, drizzle, hail, lightning, raindrop, rainfall, thaw, thunder</p>	<p>know about protect from take care of take into account the defence of worry about</p>
<p>Phrasal verbs call for – require call off – cancel clear up – when the weather becomes cut down (on) – reduce cut down (trees) – chop trees down cut out – stop using/doing die out – when all of smth dies face up to – accept as true give off – emit (fumes etc.) look after – take care of put down to – suggest that smth is the result of smth stand for – represent smth stand up for – defend/protect throw away – get rid of/put in the bin</p>	<p>Word formation clear – clearly, clearance contaminate – contaminated, contamination danger – dangerous(ly), endanger(ed) defend – defence develop – developed, developing, development extinct – extinction famous – famously nature – (un)natural, naturally pollute – polluted, pollution prevent – prevention protect – protected, protection</p>
<p>Fixed phrases a means by which by accident by chance by no means in no time on purpose set a fire</p>	<p>Idioms be bucketing it down – rain a lot face the facts – accept reality rain cats and dogs – rain a lot to be a guinea pig turn a blind eye – not take notice of something</p>

Module 5

Travelling and Tourism

Part I TEST

Частина “ЧИТАННЯ”

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Types of Tourism

1. _____

This kind of tourism is also referred to as grief tourism that involves visiting those places and sites, which have been witnesses to some of the major tragedies in history. Apart from their tragic histories of human suffering and bloodshed, most of these locations are also popular for their historical value. The curious human mind is often more attracted to places that are associated with things far from normal, and hence, sites bearing violent pasts have become popular tourist destinations, receiving a large inflow of visitors year after year.

2. _____

If you're a European citizen over 25 then there's a good chance you remember this term, which in reality was politically motivated. The phrase “benefit tourism” was invented in the 1990s. It was later used for the perceived threat that a huge number of citizens from the new, poorer nations who were given membership in the EU would move to the richer states such as France or Sweden to benefit from their social welfare systems rather than work.

3. _____

Tolkien tourism has become a growing trend thanks to the huge success of the “Lord of the Rings” books and films. It has expanded and diversified to such an extent that now it offers enough places to visit so that even the most detailed curiosity of the most demanding Tolkien fan is sure to be satisfied. That makes New Zealand the best hotspot because it's the main location where the films were shot.

4. _____

The name “shark tourism” says it all, and you probably can't get a scarier or more dangerous type of tourism than this. Shark tourism is actually a subgenre of another type of tourism – ecotourism. It attracts all these people who love sharks and their bloody jaws. Anything related to the Great White shark (and other) is what's on offer. Experienced divers and protective cages are must-haves for this adventurous kind of tourism.

5. _____

A fascination with ghosts drives some people to travel in search of the paranormal. Behind many famous landmarks is a great ghost story and indeed, popular tours in places like Dublin, Florida, Quebec City and Brisbane explore historic, “haunted” city quarters. Locations of “ghost tourism” include proverbial ghost towns across America, Canada and Australia as well as notorious places like Jonestown, Guyana, and parts of Transylvania.

(Adapted from: <https://vacayholics.com/types-of-tourism>)

- A Haunted history tours
- B Enjoy free time in remote regions or settlements
- C Immigration tourism
- D Cost effectiveness of domestic tourism
- E Dark tourism as a unique form of mourning tourism
- F For those keen on science
- G Appealing to all fans
- H For brave ones only

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Egypt Travel Guide

Courtesy and hospitality are important when doing business in Egypt. The host of a business meeting will usually offer tea or a small snack before commencing. It's polite to refuse the first offer, but once the host insists, the guest should then accept.

Alcohol is legal, but should be avoided until visitors know their Egyptian colleague's attitude towards drinking, and, if acceptable, should be drunk in moderation. It is not considered suitable for women to over-indulge in alcohol. If invited to a business lunch, expect food to be lavish and plentiful.

Throughout the Arab world, it is considered bad manners either to display anger or to openly criticize another person in public. Tact and diplomacy are always required. In social life, punctuality is almost laughable. For business, visitors should be on time but expect locals to be often late, and do not take offence. Men should not offer to shake a woman's hand, and vice versa, unless clearly invited to do so. Men and women should dress smartly for business meetings – suits and tie for men; suit for women or smart trousers/skirt/jacket – and always dress modestly. Shoulders and knees should never be shown.

On taking power in 1970, Anwar al-Sadat introduced a policy of *infitah* (openness) towards investment. Egypt's economy underwent rapid growth during the 1970s with the quick expansion of the oil industry, tourism and the Suez Canal, and it has continued to expand in subsequent decades.

The tourist sector is expanding rapidly, particularly along the Red Sea and Mediterranean coasts, despite sporadic terrorist activities of Islamic fundamentalists. Agriculture, which relies on irrigation from the Nile, employs one-third of the working population. Foreign aid, especially from the USA, is an important source of government funds.

There are internet cafés in the main cities, including Cairo, Alexandria, Dahab and Luxor. Even small, more remote towns including Siwa will have at least one venue, usually in the market area. Connection is usually reliable. Tourists can also access the Internet in hotels, with in-room Wi-Fi available, though often at a costly price.

The Egyptian press is one of the most influential and widely read in the region, while Egyptian TV and the film industry supplies much of the Arab-speaking world with shows from its Media Production City. Press freedom is encouraged. Press laws which allow prison sentences for libel have encouraged self-censorship on sensitive issues.

(Adapted from: <http://www.worldtravelguide.net/>)

6. According to the article, at a business meeting in Egypt,
- A refusing food or drink is acceptable
 - B tea will be offered when they reach a deal
 - C it is bad manners to repeatedly reject the drinks offered
 - D hosts are recommended not to eat or drink, only guests

7. Which of the following is TRUE, according to the text?

- A Women are not allowed to drink alcohol
- B Women can drink alcohol but only up to a point
- C Foreign people shouldn't drink alcohol in any case
- D Excessive alcohol use is considered suitable for women

8. According to the text, one of the main peculiarities of the meeting is that

- A local people are always on time
- B shaking hands is banned to women
- C foreign business people are required to be punctual
- D men and women should be dressed extremely luxuriously to impress their business partners

9. The history of Egypt under Anwar al-Sadat covers the period, which is characterized by the fact that

- A Islamic activists prevented its economy from growing
- B Egypt's economy was based mainly on three sources
- C Egyptian oil industry grew rapidly without any foreign help
- D a noticeable decline in all foreign currency earnings, including income from tourism, foreign investment, Suez Canal tolls, oil exports

10. Concerning mass media and communication systems in contemporary Egypt

- A Internet connection in hotels is expensive
- B there is no Internet access in small towns
- C journalists have their work censored before it is published
- D the private satellite channels have an important role and bring to the media more diversity

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Perfect Vacation or Visit Begins with a Train Journey. 6 Fun Things to Do while Travelling by Train.

11. The long train ride is a perfect excuse to give yourself to some favourite hobby. You may like to write, draw, or compose music, or read a great story. You can do all these things in the comfortable seats of the train while you wait to reach your destination.

12. Another fun thing to do on a train, and very profitable, is to study something. Have you long wanted to study Spanish? There is a mobile application that helps you. Do you want to improve your sketching skills? You only need paper and pencil. Knowledge is at your fingertips and the train gives you the perfect setting to know something.

13. If you are impatient to get to your favourite place, you can take advantage of the trip on the train to know more about where you are going. Get some maps, look for the best places to eat and find the hidden spots you cannot miss are other ways to have fun on a train journey.

14. Trains are means of transportation that allows people to move comfortably and meet new people. A long train ride can be a lot more fun if you spend time getting to know someone or telling someone about you. Do not miss the opportunity to experience this unique experience.

15. Train lovers know the experience of travelling by train very well and enjoy it every time. The last fun thing to do during a train trip is to discover the wonderful aspects of this mean of transport. Relax and be carried away by the sensations, the noises and the silences to discover why trains fascinate so much.

16. Another great way to spend a train journey is to rest. You can use this quiet time to drink water, enjoy the landscape without worries, do some light stretches or even walk a little by the train for a change. Some people take advantage of this time to use beauty products, journals, or just completely relax with some breathing exercises.

(Adapted from: <https://www.renfe-sncf.com/rw-en/blog/our-trains/10-fun-things>)

- A Get to know more about your destination
- B Interact with others
- C Enjoy yourself in a train journey
- D Appreciate the experience of travelling by train
- E Enjoy a pleasant and quiet reading session
- F Learn something new
- G Taste the exquisite flavors of traditional cuisines
- H Unleash your creativity

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Benefits of Ecotourism

Ecotourism has its advantages and these can be as (17) _____, the local community or even the host country. Ecotourism is educational to the tourist. By travelling to new places the tourist learns about local plants and animals that he'd otherwise not have encountered. The traveller also (18) _____ of the local culture this ensures that one learns to appreciate and respect other people's beliefs. Ecotourism brings the tourist closer to nature, (19) _____ to new ideas along with new perspectives on life and other people. It takes them to places less travelled and gives them a wonderful new experience without harming the environment.

Ecotourism benefits the local community as it enables (20) _____ and infrastructural development. The locals surrounding the national parks or whatever conservation project can benefit from them as the government or foreign investors require services which can be (21) _____. This in turn also ensures that fewer people migrate to the cities. The local population (22) _____ which guarantee that they are not totally dependent on the limited natural resources. Some of the areas may be remote and tourism ensures that infrastructure facilities like water supply and schools are provided in order to keep the locals happy and ensure good services.

(Adapted from: <https://www.ukessays.com/essays/tourism/the-principals-and-benefits-of-ecotourism-tourism-essay.php>)

- A opens up the tourist's mind
- B provided by the locals
- C the provision of employment
- D gets a deeper understanding
- E work on a wide range of projects
- F gains new skills
- G as providing traditional advisory services
- H an impact to the tourist

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

To Travel or not to Travel

I have always been thinking if the cost of travelling (23) _____ the experience. Travelling is such a pleasure. Imagine going around the world experiencing all the different things that aren't the same in your home country. Travelling gives you a great thing to put on applications because it shows that you are (24) _____ to travel and understand travelling for work.

With travelling you could literally go anywhere in the world. You could never (25) _____ of different places to visit because there are so many! Entering a new country usually changes your views about everything.

Another thing with travelling is the cultural exchange you get. The best way to do it is communicating with local people. So, I usually tend to (26) _____ from all the touristy areas to feel more like the locals. (27) _____, travelling does have a disadvantages – the cost. Travelling not by yourself but with your family along is more expensive. But one way to (28) _____ is going on cruises. They are the best for big families and if you want to (29) _____ many places in a short period of time.

Another tip to reduce the cost of travelling is to follow other travellers' advice. Some of them (30) _____ blogs, travel vlogs on YouTube Channel and post pictures on Instagram to keep a record of their journeys and let people back home know what they're (31) _____ to as well as share their travel tips, costs and stories. This information can help other travellers' budget for their trip and (32) _____ an eye on their spendings. All in all I think travelling is worth taking!

(Adapted from: <https://www.thisibelieve.org/essay/91221/>)

23	A	compensations	B	commits	C	compensates	D	remunerates
24	A	controllable	B	flexible	C	reliable	D	inflexible
25	A	pass out	B	come out	C	fall out	D	run out
26	A	give away	B	put away	C	stay away	D	turn away
27	A	thereafter	B	thus	C	besides	D	moreover
28	A	save	B	spend	C	transfer	D	earn
29	A	see	B	watch	C	look	D	glance
30	A	draft	B	launch	C	write	D	compose
31	A	away	B	out	C	up	D	at
32	A	get	B	have	C	catch	D	keep

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Best Museums in the World You Must Visit

A museum can tell us a lot about a (33) _____ history and its way of life. They can also be an excellent source of inspiration to anyone struggling with a lack of perspective and can also be one of (34) _____ ways to celebrate the human experience.

Whether it's a new culture that you're (35) _____ immerse yourself in or a piece of art that's had a moving effect on you, there's no better place to visit than a museum. Several museums also boast of incredible restaurants and cafés, which apart from being a great place to take a break, can also open our eyes to indigenous cuisines and food habits that long (36) _____.

The Museum of Modern Art (New York). When talking about world-famous museums, one of the first names that pop into our heads is the Museum of Modern Art in New York. (37) _____ in 1929, this institute is home to some of the most iconic collections of sculptures, paintings, and historical documents. Home to paintings as old as the world-famous *Starry Night* by Vincent Van Gogh, to works of modern art, (38) _____ Andy Warhol's *Campbell's Soup Cans*, there's something sure to capture the eye of aspiring artists and history buffs of all ages and backgrounds.

Madame Tussauds (London). Easily the most identifiable wax museum globally, Madame Tussauds, which primarily (39) _____ in London but has smaller versions in many other countries, is a tourist delight. Apart from historical figures, sports stars (and even serial killers), the museum is also home to statues of some of the most popular TV and film actors of our generation, including Bollywood's king Shah Rukh Khan. Take a trip now to get up close and personal with some of these historical figures, and you soon (40) _____ why this is one of the most famous tourist attractions in the world.

The British Museum (London). If you're looking to gain more of a historical perspective than one on art, then there's no better place to visit than the British Museum. Since its opening day in (41) _____, the museum has amassed a collection of over 8 million artefacts and objects from across the world, (42) _____ the Rosetta Stone and the Parthenon sculptures.

(Adapted from: <https://www.livemorezone.com/travel-more/best-museums-in-the-world/>)

33	A	country's	B	country	C	countries'	D	countries
34	A	greatest	B	the greatest	C	the great	D	the most great
35	A	looking back	B	looking after	C	looking to	D	looking down
36	A	had been forgotten	B	have forgotten	C	has been forgotten	D	have been forgotten
37	A	found	B	founded	C	find	D	finding
38	A	such	B	such as	C	such a one	D	same
39	A	is based	B	based	C	is basing	D	is being based
40	A	will have been understood	B	will have understood	C	will understand	D	understand
41	A	the 1700th	B	the 1700	C	1700s	D	the 1700s
42	A	including	B	include	C	included	D	to include

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

travel across	go away	yacht	culture	check in
double decker	arrange	sunbathe	ferry	sightseeing
	catch up with	book	put up	hitch-hike

- To slow down the spread of coronavirus and protect the health and well-being of all Europeans, the European Commission has launched initiatives to help citizens to _____ safely _____ Europe.
- Travelling is cheap if you fly, and easy and free if you _____.

13. You can watch aircraft _____ or land at close quarters.

- a. take off b. withdraw c. remove d. depart

14. If you're feeling sleepy in a car, _____ immediately and have a rest.

- a. launch b. catch c. pull in d. start

3. Choose the correct word.

1. We went to London and saw all the **sights/views** – Buckingham Palace, Tower Bridge, and so on.
2. University students with severe disabilities received taxi **fare/ticket** refunds.
3. Puerto Rico, an island in the Caribbean Sea, has been a **territory/area** of the United States since 1898.
4. Air fares are more expensive during the holiday **season/period**.
5. The Aborigines are the **native/home** inhabitants of Australia.
6. Small Mediterranean islands in particular are under severe water stress conditions due to receiving 10–15 times more tourists than they have local **inhabitants/occupants**.
7. The prime minister denied that the new visa requirements were part of a hidden agenda to **reduce immigration/emigration**.
8. If you take the bus or train, what do you say when you discover it has already come and gone **without** you? "I **lost/missed** the bus".
9. It was dark by the time we arrived **at /in** the station.
10. He had enjoyed the voyage but was happy to feel the **earth/world** beneath his feet once more.
11. In Brazil most of the poorest live **in/at** urban slums and suburban areas.
12. The **timetable/agenda** for our trip to Paris includes visits to Notre-Dame and the Louvre.
13. Please note that garage parking spaces cannot be reserved **in advance/before**.
14. I don't need the tourist **guide/escort**. I just need to know how to find it.

SELF-CHECK

<p>Natural world / Travelling and Tourism</p> <p>Vocabulary</p> <p>area / territory</p> <p>arrive / reach</p> <p>book/keep</p> <p>border / edge / line</p> <p>fare / ticket / fee</p> <p>guide / lead</p> <p>live / stay</p> <p>means of transport – aeroplane / aircraft, boat, bus / coach / double-decker, ferry, liner, lorry / truck / van, minibus, motorbike, on foot, taxi / cab, train, tube / underground, yacht</p>	<p>Word patterns</p> <p>afraid of smth/smb/doing; afraid to do</p> <p>appear to be</p> <p>arrange smth (with smb); arrange for smb to do</p> <p>arrive in / at a place; arrive here / there</p> <p>continue smth/doing; continue to do; continue with smth</p> <p>differ from smth /smb</p> <p>invite smb to do</p> <p>keen to do; keen on smth/smb/doing</p> <p>live in /at a place; live on/for smth; live here / there</p> <p>regret (not) doing; regret smth; regret to tell / inform you</p> <p>think of / about smth / smb / doing</p>
<p>miss/lose</p> <p>native/home</p> <p>season/period</p> <p>take/bring/go</p> <p>view/sight</p> <p>voyage/journey/trip/travel/cruise/excursion</p> <p>world/earth</p>	<p>travel across (Europe)/travel around the world</p> <p>write about smth/smb/ doing; write (smth) (to smb); write smb smth; write smth down</p>

Phrasal verbs catch up with – reach the same point/level as check in – register at a hotel or an airport drop off – let someone get out of a vehicle get back – return from a place go away – go on holiday head for – go or cause to go (towards) keep up with – stay at the same point/level as make for – go in the direction of pick up – stop in a vehicle to give someone a lift pull in – stop by the side of the road in a car put up – to stay somewhere for a night run over – hit with a car see off – go to a train station, etc., to see someone leave set out/off – start a journey take off – leave the ground turn round – go back in the opposite direction	Word formation arrange – rearrange, arrangement arrive – arrival broad – breadth, broaden culture – cultural(ly), (un)cultured differ – different(ly), difference direct – indirect, direction, director, (in)directly distant – distantly, distance emigrate – emigration enter – entrance hitch-hike – hitch-hiker, hitch-hiking immigrate – immigration, immigrant inhabit – inhabitant recognise – (un)recognisable, recognition sightsee – sightseeing sunbathe – sunbathing time – timetable tour – tourism, tourist world – worldwide
Fixed phrases either way every other way give consideration to in advance in order to in terms of just in case keep in touch off-chance on board	Idioms bad news travels fast – bad news circulates quickly be in the same boat – be in the same unpleasant or difficult situation mile a minute – at a very rapid pace off the beaten track – an unusual route or destination travel light – travel without bringing much luggage

Module 6

Shopping and Services

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Clothing

1. _____

Clothing is a distinctly human artifact. Even more than the use of tools, it distinguishes humans from the other creatures on this planet. While there are other creatures which use implements to a greater or lesser degree, clothing is unique to humanity. Clothing is also uniquely human, in that it serves more than one function. The basic purpose of clothing was originally utilitarian. By putting on an artificial skin, humans were able to move into regions where they otherwise would have been unable to cope with the climate.

2. _____

Clothing tells us many things about the wearer. It can be used to indicate whether she is a member of a particular group or organization, the most extreme example of this type of clothing being a uniform. It tells us a lot about the importance of clothing that the clothes a person was wearing have been, literally, the difference between life and death. In war, soldiers recognize friends and enemies by their uniforms. Spies may be shot if captured, but if they go about their business in the uniform of their country, they are regarded as legitimate members of that country's armed forces.

3. _____

Uniforms can also be less formal. Anyone who has seen a group of teenagers walking together will have noticed that their clothing conforms to the standard set by their particular group. Nor are teens the only ones who are subject to such pressures. It is a rare businessman who does not feel the need to wear a suit and tie. Most politicians also try to be neat and well-dressed. People who wish to impress others often do so by the selection of their clothes – sometimes by choosing more expensive versions. This can be seen particularly in the fashion industry, where clothing by a particular designer fetches prices which are out of all proportion to the actual utilitarian value of the material.

4. _____

The significance of what we wear and how we wear it is, if anything, becoming more rather than less important as the cultures of the world mix and sometimes come into collision. There have been cases on holiday islands where the locals have a strict conservative tradition and have been outraged by visitors – especially female visitors – who wear far less than the minimum that the locals consider decent. The humble headscarf has become a symbol of conformism to religious values, and some westerners are as affronted by a woman wearing one as others in the Middle East are upset by its absence. (Yet in medieval Europe, both men

and women habitually kept their heads covered in public, and almost always when outdoors.) Indeed, the signals given by clothing as worn by men and women have not decreased because many women now wear what were once “men’s” garments. For example, today most women are very comfortable wearing jeans. Yet the sight of a man in a dress would raise eyebrows in most western cultures. For even though the signals given by clothing change over time – the ancient Romans thought that only barbarians wore trousers – the signals themselves are as strong as ever. It is impossible not to signal something about yourself in the clothes you wear, for even not trying to say anything is itself a strong signal.

5. _____

Therefore, even though we are steadily managing to adjust our micro-environments to temperatures which are as close to ideal as the human body wants, and even though sexual taboos of undress are being steadily eroded, it is highly unlikely there will be no use for clothing in our future, unless humanity evolves into a completely new species.

(Adapted from: <https://www.english-online.org.uk/fcefolder/fcereadp2.htm>)

- A Clothes show the membership of a group.
- B Clothing is a feature of humans.
- C Different types of a uniform are a form of pressure.
- D People will wear clothes in future.
- E According to the article, uniforms are mainly worn by soldiers.
- F Uniforms are always worn by teenagers.
- G In future clothing will be worn by other species.
- H Signs given by clothing are changing nowadays.

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Fashion Facts

Did you know the trend toward shorter skirts for women started with the advent of the automobile? Or that more than two billion t-shirts are sold each year worldwide? These fashion facts are as diverse as the clothes people wear!

1. Weddings weren’t always white

A woman walking down the aisle in a white dress is an iconic image. But, traditionally, women did not wear white on their wedding day. In many countries, white was considered a grieving colour. That was until Queen Victoria wore white to her wedding with Prince Albert. She was one of the first women to do so. Queen Vicky really was the trend setter!

2. The first models weren’t humans

Initially, designers did not use men and women to model their new designs. They used dolls to display fashion trends. But in 1853, the “father of Haute Couture,” Charles Frederick Worth, asked his wife to model his designs. His wife, Marie Vernet Worth, is therefore the world’s first fashion model. This is where the term “house model” came from.

3. Buttons aren’t always for buttonholes

If you know much about history, then you know Napoleon’s armies spent some time in the cold. When people were out in the cold, their noses ran. When noses ran, people wiped them on whatever they could find.

Soldiers didn't always have a tissue handy, so French soldiers resorted to wiping their noses on their coat sleeves. This bothered Napoleon so much that he had tailors sew buttons onto the sleeves of the soldier's jackets. These buttons served no real purpose other than to be uncomfortable when people would wipe their noses on their sleeves.

4. The Little Black Dress changed things

Coco Chanel designed the infamous Little Black Dress in 1926. She revealed the dress at a time when many other designers were embracing patterns and colours. Traditionally, those in service like butlers and housemaids, wore simple black garments. Chanel changed everything. When Vogue put the LBD on the cover, they compared it to the Ford Model T – a classic in its own time. By combining a simple garment with opulent accessories, like necklaces and bags, a new fashion staple was born.

Chanel herself said, "One can be overdressed, but never overelegant." With the Little Black Dress, the wearer is never overdressed, only ever elegant.

5. Barbie is a trendsetter

Most little girls get their first taste of fashion by playing with their Barbies. Today, there are countless outfits and careers for Barbie enthusiasts to explore with. But did you know the first outfit Barbie came wearing was a black and white swimsuit?

Barbie's first job was very different than a toy for children. She was originally a model. Fashion designers such as Yves St. Laurent, Calvin Klein, Versace, and Armani have all worked on her outfits over the years.

(Adapted from: <https://www.funfactsabout.com/fun-facts-about-fashion/>)

6. What is true according to the information from the 1 paragraph?

- A Queen Victoria was the first woman who was wearing blue for wedding
- B White was considered a colour of war
- C Queen Victoria set a trend wearing white in the streets
- D White was the wedding colour of Queen Victoria's wedding to Prince Albert

7. Who were the first models?

- A Men and women were used originally to model new clothes.
- B Charles Frederick Worth's wife was the first "house model".
- C House model was used to model new designs at home
- D Dolls were used to show fashion to Marie Vernet Worth

8. The real fact about the buttons on clothes is the following:

- A Napoleon liked the soldiers' fashion with buttons
- B French soldiers spent time in uncomfortable conditions, and buttons prevented them from getting cold
- C Tailors sewed buttons onto the sleeves of the soldier's jackets for their comfort
- D Buttons prevented soldiers from wiping their running noses

9. What is true about the Little Black Dress design?

- A The wearer of the Little Black Dress can be overdressed
- B Coco Chanel designed dresses for housemaids
- C It was compared to a classic automobile after it appeared on the Vogue cover
- D The little Black Dress was never combined with expensive necklaces

10. Who is Barbie?

- A A toy wearing black and white

- B A model wearing colourful clothes
- C A model whose outfits have been designed by fashion couturiers over years
- D A little girl with a good taste of fashion

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Ethical Fashion Doesn't Have to Be Expensive & Exclusive

We're sharing brands that make ethical shopping an affordable experience

11. Outdoor Voices

Ethics | Uses recycled materials, ethical production

Product Range | Adult activewear

Price Range | \$25 – \$80

Outdoor Voices creates high-quality activewear that encourages wearers to get outside and be active. The brand is always on the lookout for better, more sustainable technical fabrics, like the recycled polyester and sustainably-produced Merino wool. From the adult activewear separates to the affordable outfit kits, these durable and ethical athletic essentials will have you. #DoingThings in no time.

12. ABLE

Ethics | Artisan-made in Peru, fair labor practices

Product Range | Women's apparel, denim, shoes, bags, jewelry

Price Range | \$25 – \$80

ABLE believes that to end generational poverty, you must create economic opportunities so people, specifically women, can provide for themselves. The brand's beautiful bags are made all over the world by fairly-paid women who've overcome extraordinary circumstances.

13. TENTREE

The Good Trade Partner

Ethics | Ethically-made, organic, eco-friendly, gives back to the environment

Product Range | Adult apparel, hats, backpacks, and accessories

Price Range | \$25 – \$80

TENTREE is rooted in the belief that we have a responsibility to protect and preserve the world we live in. This earth-first apparel brand celebrates its commitment to our planet with ethically-crafted and sustainably-designed products, all the while planting ten trees for each item purchased. With a motto of "Buy one, plant ten," TENTREE believes that you don't have to be a hardcore environmentalist to make a difference. The brand has now planted over 35 million trees around the world, and is well on the way to planting one billion trees by 2030.

14. Thought Clothing

Ethics | Organic, eco-friendly, sustainable Product Range | Adult apparel, socks, accessories

Price Range | £25 – £300

Thought makes eco-friendly clothing from organic ingredients, including cotton, bamboo, and hemp. Boasting a wardrobe of unique colours and gorgeous styles, the UK brand offers affordable pieces that are

perfect for work, a night out, or even lounging (don't miss the cozy nightwear). Don't worry if you're not a UK resident; Thought ships worldwide!

15. People Tree

Ethics | Fair trade, certified organic Product Range | Women's tops & bottoms, dresses, skirts, accessories, gifts

Price Range | \$80 – \$500

It would be remiss of us not to include the fair trade pioneers, People Tree. Also based in the UK, this brand creates beautiful garments that last – items we bought years ago still look stunning as the day we purchased them. All clothing from People Tree is fair trade and made with eco-friendly, organic fabrics.

16. Kotn

Ethics | organic, safe & fair labor standards, gives back

Product Range | Adult cotton basics

Price Range | \$25 – \$300

Kotn is known for clothes made of soft and remarkably breathable Egyptian cotton. Working directly with farmers, the brand pays fair prices for cotton and assists suppliers in making the switch to organic. With affordable basics (we love the classic white tees and nostalgic 90s sweatshirts), Kotn is crafted with quality and comfort in mind. So long, consumable t-shirts.

(Adapted from: <https://www.thegoodtrade.com/features/affordable-ethical-fashion-brands>)

Which brand of eco-clothes _____?

- A creates apparel that run for years
- B offers beautiful garments for residents of the UK
- C produces things made of technical fabrics
- D sells kid's clothes made of the recycled polyester
- E provides world-wide transportation of stylish and unique products
- F pursues the policy to plant trees for each sold product
- G produces white tees made of soft cotton
- H sells women's apparel and accessories made by people who have experienced difficult times

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Ethical Fashion

The fashion industry has been slow and unwilling to change the way it works; we've known for ten years now that (17) _____, exposes workers to dangerous chemicals and often does not respect workers' basic rights. However, *Estethica* is beginning to improve the situation and change (18) _____. *Estethica* was launched at London Fashion Week six years ago and is now an important part of the show. It is a place where ethical designers and fashion houses (19) _____ and the results are promising. It is not just about the exclusive end of the fashion market, well-known high street brands are also gradually increasing

(20) _____. To be part of *Estethica* the rules are clear and strict. Firstly, farmers and workers must be paid a fair amount of money, (21) _____ common projects such as schools and hospitals. No child labour is used in the process of making the clothes. All the materials used in the production of fabrics should be organic, that is produced without the use of artificial chemicals. This is better for the local environment but also safer for workers. An effort is also made (22) _____; transportation is kept to a minimum for example. Fabrics are used and waste is recycled where possible. And finally working conditions and production methods are valued higher than cheap clothes.

(Adapted from: FCE Practice Tests Karen Dyer Dave Harwood. 2015.p.183)

- A to reduce the environmental impact of the whole process
- B their ranges of ethically produced clothing
- C the fashion industry uses child labour
- D have the chance to show their designs to the world of fashion
- E and profits from the business are often spent on
- F the face of fashion
- G the fashion is changing for the better
- H child labour is not used any more

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Dear Manager!

I would like to complain about the poor (23) _____ and service we (24) _____ while we were at your hotel recently.

First of all, the bedroom wasn't even clean when we arrived for our holiday. In fact, it was absolutely filthy. In addition, we were promised a room with a (25) _____ of the sea. Well, I don't call that tiny glimpse of blue above the rooftops of all the (26) _____ hotels a view.

The website said that the hotel had been recently built. However, when we arrived there were still construction workers on the site and nothing seemed to be finished. The noise was almost impossible to (27) _____. (28) _____ the receptionist offered us a room at the back of the hotel, we weren't very keen (29) _____ being directly above the kitchen. So we decided there was no alternative but to (30) _____ with the noise. Then there was the problem with the air conditioning. It was impossible to turn it off, so we almost froze to death.

Finally, we weren't satisfied with the room service, either. We ordered some snacks every evening, but it took so long for them to arrive that we were absolutely starving by the time they got to the room. The waiter was downright (31) _____ when we mentioned the long wait.

We certainly will not be recommending your hotel to anyone we know. I hope you will take this feedback seriously, so that future guests won't (32) _____ the same problems we had.

Yours sincerely,
Max Smith

(Adapted from:
<https://www.english-grammar.at/>)

23	A	shelter	B	housing	C	accommodation	D	room
24	A	received	B	applied	C	Accepted	D	expected
25	A	view	B	sight	C	vision	D	scene
26	A	near	B	close	C	nearly	D	neighbouring
27	A	bear	B	accept	C	suffer	D	experience
28	A	Because	B	Despite	C	From	D	Although
29	A	to	B	off	C	on	D	for
30	A	cope	B	survive	C	manage	D	handle
31	A	rude	B	respectful	C	crude	D	polite
32	A	confront	B	experience	C	cause	D	avoid

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Christmas Shopping

Each year, we repeat the same last-minute purchases and overspending mistakes. Here are some tips for wise shopping during the holiday season.

Make a list and a budget

If you (33) _____ a list of gifts to buy, you'll have a good idea of how much money you'll spend in total. Calculate the amount that you know you can realistically spend on gifts without affecting your family's current expenses. Avoid (34) _____ impulse purchases on a credit card that you know you (35) _____ to pay for a long time.

Plan with the Internet

Instead of going (36) _____ a (37) _____ and exhausting tour of the stores, do some screen shopping! Almost all stores have a website, some of them even allowing you to check an item's availability in a store near you. It's a very practical way to save some time and avoid going across town to find a specific gift.

Look for deals!

In recent years, deals start several weeks before Christmas. Some items are sometimes (38) _____ a 50% discount to attract customers. It's up to you to take advantage of these great offers, without buying too much of course!

Beware (39) _____ gift cards

You (40) _____ think that you'll please someone by giving him/her carte blanche, but there is increasing evidence that gift cards are not used by many. In this case, it is often better to give money directly instead of a gift card.

Choose your battles!

Shopping in the middle of the Holidays is exhausting! On the weekends and some weeknights, malls are so packed that we get (41) _____ before we even complete our purchases. If you can, try to go shopping at the beginning of the week. Avoid dressing too (42) _____, drop your coat in a mall locker, take a coffee break to rest a little, do whatever it takes to make your outing fun and not painful.

(Adapted from <https://www.motherforlife.com/shopping/buying-wisely/3780-5-tips-for-christmas-shopping.html>)

33	A	will make	B	have made	C	are made	D	will have made
34	A	having putting	B	to put	C	putting	D	to putting
35	A	can't	B	won't be able	C	ought	D	have
36	A	in	B	off	C	at	D	on
37	A	5 hours' -long	B	5-hour-long	C	5-hour's long	D	5 hour long
38	A	on	B	at	C	In	D	-
39	A	in	B	on	C	onto	D	of
40	A	might	B	should	C	have to	D	will be able to
41	A	discourage	B	discouraged	C	to discourage	D	discouraging
42	A	warm	B	warmer	C	warmly	D	warming

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

bargain	refund	launched	freebies	reduce prices	endorse
environmentally friendly products			gift-wrapped	commercial	
try on	insurance	in cash	matches	fit	discount suits

- They _____ a marketing campaign, which made adverts and _____ that try to persuade people to buy their product.
- A Canadian marketing firm found 1,020 _____.
- They used a celebrity to _____ their product; the famous actress said in public that she liked that mascara.
- Can I have a _____ if I pay _____?
- Peter lost the receipt for his shoes, so he can't get a _____ from the shop.
- Don't you want to _____ those jeans _____ before you buy them?
- They are giving away _____, go and get things that you don't have to pay for!
- How much does it cost to have this clock _____?
- When my bike was stolen, I claimed on the _____ and got \$150 back.
- The pizza restaurant campaign asked people to tweet the company's name and offered to _____ in return for publicity.
- It's quite a nice shirt, but I don't think it _____ my boots.
- I didn't buy the jacket because it didn't _____ me under arms.
- I don't think the coat _____ him because he has got dark eyes and skin.
- You only paid 50\$ for such a gorgorous coat! That's a real _____!

2. Choose the best word which completes each of these sentences.

- Samsung created a virtual _____ for people, and they could move up the queue by talking about the product online.
 a. queue b. order c. offer d. customer
- Is the manager here? I'd like to _____ about the poor service.
 a. supply b. complain c. apply d. withdraw

3. This smartphone is _____. I'll take it back to the shop.
 a. guilty b. faulty c. worn d. torn
4. People prefer _____ to celebrities because their recommendations are more credible.
 a. influencers b. influencing c. influencers' d. influences
5. This laptop comes with a two-year _____.
 a. certificate b. contract c. warranty d. bond
6. I can't _____ to buy a new computer – I'll have to borrow some money from my parents.
 a. allow b. afford c. let d. enable
7. I tried to sell the ring but they said it was _____.
 a. priceless b. useless c. valuable d. worthless
8. I'm sorry, we don't have any of those phones in _____, but we could order one for you.
 a. availability b. supply c. range d. stock
9. Brands like Pampers and Huggies are usually on sale at the _____.
 a. Greengrocer's b. pharmacy c. DIY store d. butcher's
10. He has no enough money for the taxi _____.
 a. fee b. fare c. alimony d. fines
11. The music store is no longer making a(n) _____.
 a. profit b. gain c. value d. income
12. Everyone complimented Kitty _____ her new outfit.
 a. on b. to c. in d. from
13. The latest trend _____ footwear is to wear white sneakers.
 a. of b. on c. in d. from
14. My dad asked me if his clothes were _____ fashion.
 a. in b. from c. on d. of

3. Choose the correct word.

1. "Hello, I need to **exchange** / **supply** some pounds for euros, please."
2. Does your husband keep the **receipt** / **bill** when he buys something?
3. They are going to offer you a **refund** / **charge** for the default product.
4. The Watsons' campaign used online stars to **promote** / **produce** their product.
5. Marketing companies have had to change their tactics because people don't notice traditional **adverts** /

notes.

6. They want to change the company's **brand name** / **title** or logo.
7. Did your Dad make a **demand** / **profit** when he sold his business?
8. Businesses are complaining that the **cost** / **price** of labour is rising.
9. An anonymous businesswoman donated one million dollars to the **charity** / **fee**.
10. I wish granny would get a new **costume** / **suit** to wear for his business meeting.
11. I've got grey hair, so I never **put on** / **wear** grey clothes or I'd look like mouse.
12. My grandfather made a **wealth** / **fortune** by investing at the right time.
13. The main shopping street in a town is a **high** / **down** street.
14. He had to take out a bank **loan** / **tax** to start my own business.

SELF-CHECK

Shopping & Services Vocabulary ATM machine assistant manager	Word patterns afford to buy smth / can afford smth be trendy / scruffy
-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

bargain / sale / discount / offer buy / purchase carrier bag charity designer fee / fare label goods / faulty goods price / cost receipt sales tax cash / credit card/cheque change checkout 'pay here' client cloth / clothing customer deposit (money into account) design / manufacture discount / reduced price distribute / sell faulty fit / suit / match / go together / compliment go shopping / do the shopping high street exchange (dollars into euros) label / brand <i>off-licence</i> poor service price / cost put on / try on / wear / take off clothes receipt / bill refund / exchange retail trade shop window stall holder trader striped / checked/plain pattern supply wealth / fortune withdraw (money)	be in fashion / fashionable borrow (money) from smb cut prices / reduce prices exchange smth (for smth else) get a discount go shopping increase in (price) fit smb well / badly lend (money) to smb live above your means order smth pay (in) cash/by cheque pay a deposit pay for smth (at a reduced price) see to smb serve (a customer) gift-wrap smth (street)spend (money) on suit smb well / badly supply with smth the amount of
<i>Shops</i> baker's bookshop boutique butcher's chemist's/ drugstore/ pharmacy department store DIY store drycleaner's	

<p>fishmonger's florist's greengrocer's jeweller's kiosk newsagent's shopping centre shopping mall</p>	
<p>Phrasal verbs be in debt – to owe money buy (smb) out – pay to have control of a business cash a cheque – obtain notes or coins for a cheque cash in on (smth) – sell smth for profit clear (your) debt – get rid of a debt by paying what you owe do the shopping/ go shopping – the regular process or intentions to buy things get by – manage with little money give away – give as a gift make/earn/win fortune – to earn a very large amount of money by doing something very successfully; cost a fortune – to cost a lot of money make a profit – to make money from business or investment put on – to wear onto your body save up (for) – keep a little money for smth sell out – not have any left/sell all of smth try on (smth) – to put on a piece of clothing in order to see how it looks and whether it fits wear out – become exhausted or unusable</p>	<p>Word formation change – changing, exchange create – creator, creativity, creation fashion – (un)fashionable, (un)fashionably fund – refund, funds invest – investment, investor luxury – luxurious(ly) modern – modernize pay – payment produce – product, producer, production, (un)productive receive – receipt, reception save – savings sell – sale spend – expensive, expenses style – (un)stylish(ly), stylist trend – trendy use – reuse, overuse, usage, useful, useless, user value – (in)valuable, valueless wealth – wealthy</p>
<p>Fixed phrases at smb's expense in / out of fashion in cash in / out of stock in / out of style in trend on sale out of fashion in bulk</p>	<p>Idioms be dressed to kill – wear good clothes cost an arm and a leg – be very expensive have good fashion-sense – know how to dress see through rose-tinted glasses – see in a positive way</p>

Module 7

Food and Cuisine

Part 1 TEST

Частина «ЧИТАННЯ»

READING

Task 1

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Tongue Trickster

Never mind the tongue twister – here's the tongue trickster. Frank Parsons reports on the craze for a strange type of fruit. Imagine drinking a glass of pure, freshly-squeezed lemon juice with nothing added. It's enough to turn your stomach.

1 _____

Yet that is what the guests of host, Larry Walters, are given on their arrival at one of his tasting parties in an upmarket district of New York. I watch as one-by-one they down the drink, tentative at first, and then smiling broadly as they declare, "It tastes just like grandma's lemonade."

Fifty or so people crowd around a table on the rooftop terrace of Larry's small but swish apartment. I edge my way forward and arrive at the table that positively groans with the array of food piled high.

2 _____

These range from wedges of fruit, strong cheeses and pickles to plates of Brussels sprouts. My host appears at my shoulder, and says, "Here, have this." This turns out to be a small red berry about the size of a blueberry, but slightly elongated, the shape of a coffee bean. He looks at the expression on my face. "It's known as the miracle fruit. Just put it in your mouth," he instructs, "and chew it slightly to separate the pulp from its seed. Then push it around your mouth like you'd do with a piece of gum for about sixty seconds».

3 _____

I obey his command and then discreetly spit the remains into my handkerchief while his glance is averted. "Done?" he asks, turning back to me. I nod. He grabs a glass of the lemon juice from a passing waiter and offers it to me. "Now drink." I take a small sip, and close my eyes. The guests are right.

4 _____

It's like I've been transported back to childhood, sitting on the porch with lemonade. My host states knowingly I have experienced first-hand the phenomenon of the *Synsepalum Dulcificum*, or the Miracle Fruit. This small berry has the amazing effect of causing bitter or sour foods to taste as sweet as sugar candy.

According to scientists the result happens because of a protein called miraculin. When it comes into contact with acidic foods, like vinegar, it starts to behave like a sweetener.

5. _____

This native fruit of West Africa was discovered by western explorers around 1725. They first noticed its distinctive property when they saw local people chewing the berry. Left uncultivated, the miracle fruit grows in bushes reaching six metres in height. It produces crops twice yearly, usually after the rainy season, and has

attractive white flowers. Despite being around for centuries it is only in recent years that the miracle fruit has been cultivated as a potential sweetener. There has been some limited interest from the diet food industry. Not only that – the fruit can aid patients receiving medical treatment that may leave an unpleasant taste in the mouth.

(Adapted from: <https://www.bbc.co.uk/learningenglish>)

- A A sort of strange fruit
- B A natural a sweet substance
- C The source of energy
- D The taste of exotic berry and new soft drink
- E An invitation to a tasting party
- F Everyone is a fan of the berry tea
- G The fruit which can help a sick person
- H An alternative to coffee

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Hungry Popstars

Valerie runs a company called Peanuts whose job is to look after pop stars and pop groups when they go on tour. She is the person who feeds the stars and she's been doing it for the past ten years.

When the stars are playing at a festival Valerie may have to cook for up to a thousand people which includes all the crew and the people who work backstage. She erects a marquee – a huge tent – and the food is served buffet style from a central serving area. She has to cater for different tastes, so there are normally four or more choices of menu. She also has to look after people who may be on a special diet or some singers who don't eat dairy food before a concert.

She drives an enormous truck full of kitchen equipment and hires at least three walk-in refrigerators, a dish washing unit and portable cabins which act as storerooms and office.

All the bands have to queue up to be served and everyone has to have a meal ticket. The stars are usually more relaxed when they are eating as no one is bothering them for autographs, although Valerie says that sometimes the security men and the stars' managers are more trouble than the stars themselves. There are certain things which she always has to keep in stock like herbal teas and her own particular mixture of honey, lemon and ginger which singers like to keep in flasks on stage with them when they're singing. Years ago bands used to drink quite a lot of alcohol, but these days they're much healthier. Most bands drink fresh fruit juice and prefer to eat salads.

A lot of people in the bands are quite young and they're not used to very expensive food, so Valerie prepares plain food unless a band sends her a 'rider'. This is a list of special requirements. When people are tired, unwell or homesick they like to have familiar 'comfort' food so she keeps a stock of people's requirements just in case. As a result of all this, Valerie says she has become an **expert shopper** and in less than an hour in a supermarket she can spend \$1000.

A lot of bands won't eat before a concert because they're too nervous, so Valerie and her staff can end up working very long hours as they have to be around to provide what people want at two or three in the morning. One thing Valerie has noticed is that the madder a band is on stage, the more normal they are when they are off it. She says she is amazed at the change in behaviour. A really wild singer can turn out to be really quiet and polite off stage.

(Adapted from: <https://www.bbc.com/news/world>)

6. Valerie has to provide a range of food because
- A people are not very normal about what they eat
 - B people are used to eating in restaurants
 - C there is such a wide variety of preferences
 - D there is such a demand for special menus
7. The singers are less nervous when they are eating because
- A their security men are with them
 - B there are no fans hanging around
 - C their managers fuss over them
 - D the bands enjoy eating together
8. Why does Valerie have to keep a supply of certain drinks?
- A The bands rely on a special recipe
 - B The bands prefer herbal tea to coffee
 - C The bands take fruit juice on stage
 - D The bands like to drink alcohol
9. What does an 'expert shopper' in paragraph 5 refer to?
- A Someone who has a lot of money to spend each week
 - B Someone who has to shop very quickly in a supermarket
 - C Someone who has to buy as much as possible for \$ 1000
 - D Someone who has learnt to find what individuals want
10. What is NOT true according to the text?
- A Valerie thinks singers are completely crazy on and off stage
 - B Valerie thinks singers behave differently on and off stage
 - C They are wild when they are on stage
 - D They are normally really quiet off stage

Task 3

Read the text below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

TAKING THE PLUNGE

If you're thinking about the idea of turning vegetarian but you are afraid it may be boring or too expensive, think again. Last October, we challenged a typical meat-eating family to go on a vegetarian diet for at least seven days.

11. SUE KENT, 42 said 'I'm quite health conscious when it comes to food, so we'd already started to cut out red meat.' To start the week, and put everyone in the right frame of mind, Sue prepared a family favourite, vegetarian chilli. The rest of the week followed like a dream. The recipes all went down extremely well,' says Sue. The tomato and pasta soup was popular, as was the pasta with tomato and mozzarella sauce, although I've altered it, using a vegetarian blue cheese sauce because that's one of our favourites. I've carried on doing fish which most of us like.'

The Kents were so impressed by the flavours and variety of their new food regime that when the week ended they decided to continue on a largely vegetarian diet. But making the change wasn't all plain sailing. The big drawback is all the preparation involved,' says Sue. 'It takes much longer than before because of all the chopping.' says Sue. So do they feel healthier for their new eating habits? 'It's hard to say, but I think on the

whole we do,' says Sue. 'I certainly experiment more with my cooking and use more herbs and spices than I used to. I'm trying out lots of unusual vegetables that I wouldn't have tried before, such as okra.

What's the overall verdict? Here's what each member of the Kent family had to say.

12. MICHAEL, 46 'I must say I have been quite impressed by some of the recipes Sue has prepared,' says Michael. 'I love curries and other spicy foods, and we have plenty of those. I reckon vegetable curry is as good as meat curry. The one thing I do miss is the chewing you do with meat, something substantial to get your teeth into. If I was out to dinner I don't think I would refuse a steak. I do miss roast lamb but on the whole I think it has been a great success.'

13. JO, 16 was the main driving force behind the family trying our plan – and the biggest convert, becoming a strict vegetarian after taking up our challenge. 'Jo used to eat chicken, but she doesn't touch meat or fish at all now,' says Sue. 'She doesn't even miss sausages!'

14. MARY, 81 Michael's mother was the most hesitant about vegetarianism, but nevertheless she tried everything and liked many of the dishes. However, she did find that too much vegetarian food can affect her digestion. 'It's been quite interesting but I wouldn't like to think I was never going to eat meat again,' she says. 'I prefer simpler, plain foods like egg and cheese or fish to the more exotic foods like okra and peppers. I've never liked herbs and spices either, and I'm not much of a pasta fan.'

15. KATE, 13 'I'd quite happily never eat meat again, although I'd find it hard to go without fish.'

16. ROBIN, 21, currently eats fish but he doesn't really care for it. So Sue expects he'll be a total vegetarian before long. 'Apart from that, he's not a fussy eater – on a good day he'll eat anything,' says Sue. 'He loves pasta, and vegetable soup goes down well.'

(Adapted from: <https://publichealth.jhu.edu/departments/international-health/programs>)

Which person _____?

- A changed the recipes
- B misses fish a lot
- C prefers dishes which are not too spicy
- D doesn't miss meat
- E likes spicy dishes
- F finds that the new diet allows more time for doing other things
- G knew nothing about healthy eating
- H will probably give up eating fish soon

Task 4

Read the text below. Choose from (A-H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Cyber Cafes

In the early nineties in Great Britain going for a coffee and surfing the net were new and exciting things to do. (17) _____ of two things: coffee and the Internet. Ten years later the picture changed and in the 21st century millions of people can use the Internet from home, work, school or university. In many ways the Internet has become a personal playground and as far the coffee, well, there's a lot more choice of different coffee shops serving every kind of coffee you can wish for.

So who's using the cyber cafes now that surfing the Net is as ordinary as waking up every morning? Some people say that if their computer goes wrong at home they don't bother to get it fixed. They will rely on the cyber cafe to find out (18) _____ and to check their e-mail; they feel that there is nothing special about cyber cafes any more. These cafes are part of the cultural scene in the same way that cinemas and supermarkets are.

One man, who is the director of a chain of Internet shops, says that although consumer demand for using the Internet has risen, home computers are no good if you are out and about or go on holiday somewhere. (19) _____ to go if you want to keep in touch with friends and family.

'Most of our users are backpackers and international students checking their e-mail,' he says. 'We also operate a price structure which is good for those students who get up early. This means that the cheapest time of day is six in the morning and as the cafe fills up, (20) _____. Early evening is one of the most expensive times.'

Cyber cafes are also popular with foreign students studying abroad. These students feel it's important (21) _____ and e-mail is cheaper than the telephone. Some students use the cyber cafe for as much as four hours a week and like the fact that the cafes are clean and friendly places. In the future it is likely that the cyber cafes will also (22) _____. With mobile phones and e-mail there's less need for traditional offices space, and more and more people in the UK choose to work for themselves.

(Adapted from: <https://www.bbc.com/news/world-us-canada-59734254>)

- A attract people who are self-employed.
- B The cyber cafe was a successful mixture
- C The cyber cafe is the obvious place
- D as more and more people in the UK choose to work for themselves
- E the price goes up
- F what is happening in the world
- G to keep in touch with everyone at home
- H While dealing with programming

Частина «ВИКОРИСТАННЯ МОВИ» USE OF ENGLISH

Task 5

Read the text below. For questions (23–32) choose the correct answer (A,B,C or D). Write your answers on the separate answer sheet.

The World Finest Chocolates

Belgium likes to think of itself as the home of the finest chocolate in the world. If this (23) _____ is true, then the Place du Grand Sablon in Brussels must be the center of chocolate world. This square is not far from the city's museum of Fine arts and some in the country's (24) _____ chocolate shops can be found there, (25) _____ such internationally famous names as Wattamer, Godiva and Marcolini.

Marcolini is the most recent arrival in the square and is (26) _____ regarded as the most fashionable chocolate-maker in Belgium. The designers of the company's shop have evidently been (27) _____ up ideas from Armani a few doors down. The shop has black walls, a white floor and staff who (28) _____ black and white shirts and resemble fashion models rather than salespeople.

As (29) _____ as chocolates are concerned, these are displayed in impressive glass cases. Once you've (30) _____ your selection, you go over to the counter to pay, and get a wonderful close-up (31) _____ of a flowing fountain of melted chocolate. Some Belgians would (32) _____ that the best examples of the country's skill at chocolate making are pralines.

(Adapted from: <https://www.bbc.co.uk/learningenglish>)

23	A	accusation	B	claim	C	demand	D	challenge
24	A	leading	B	winning	C	ruling	D	beating
25	A	involving	B	enrolling	C	enclosing	D	including
26	A	wholly	B	greatly	C	widely	D	deeply
27	A	catching	B	picking	C	getting	D	copying
28	A	carry	B	wear	C	dress	D	clothe

29	A	once	B	far	C	long	D	well
30	A	reached	B	achieved	C	made	D	arrived
31	A	view	B	scene	C	sight	D	look
32	A	suggest	B	remind	C	called	D	inform

Task 6

Read the text below. For questions (33–42) choose the correct answer (A,B,C or D). Write your answers on the separate answer sheet.

Chickpea soup

This recipe is both tasty and cheap. If you use dried chickpeas, (33) _____ them for at least twelve hours in cold water. Drain them and put them in a large saucepan with plenty of water. Bring them to the boil, and then let them simmer gently (34) _____ the chickpeas are soft. I find it (35) _____ to use canned chickpeas, which are already cooked. This (36) _____ time, and also guarantees that the chickpeas will be soft, since it can take hours of boiling before they (37) _____. Two small 450 gram cans are usually (38) _____. Strain the chickpeas, but keep some of the liquid for the soup. Pour three tablespoons of olive oil (39) _____ a saucepan, and gently heat a chopped onion, two or three cloves of garlic and some carrot. Add half the chickpeas and turn (40) _____ in the oil over a low heat. Meanwhile blend the remaining chickpeas in a food until they (41) _____ a smooth cream. Add about half a litre of water to the vegetables and bring to the boil. Mix in the creamed chickpeas and cook slowly. Add salt and a pinch of mixed herbs. Some cooks add lemon juice at (42) _____ end.

(Adapted from: <https://www.bbc.co.uk/learningenglish>)

33	A	soak	B	soaking	C	to soak	D	soaked
34	A	when	B	until	C	if	D	enough
35	A	more easier	B	the easierst	C	easier	D	easy
36	A	save	B	is saving	C	saves	D	is saved
37	A	soften	B	are softening	C	have softened	D	are softened
38	A	much	B	enough	C	little	D	few
39	A	in	B	at	C	on	D	into
40	A	it	B	its	C	they	D	them
41	A	will make	B	makes	C	are making	D	make
42	A	a	B	an	C	-	D	the

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression in the box.

cholesterol recipe snack eating leftovers dined fatty to tip
smell out makes up sluggish vegetables

- I'm trying to cut down on _____ food.
- Don't worry! The _____ of garlic wears off after a while.
- Let's look around the market before we buy any _____.
- I can't understand this _____. Can you work out what it means?
- I'm afraid I don't feel up _____ eating another cream cake.
- I visited a farm once, and it put me off _____ meat for a week.
- We have run _____ of salt.

8. Why don't we warm up last night's _____ for lunch?
9. Keith usually _____ his recipes as he goes along.
10. The waiter seemed a bit angry when we didn't leave a _____.
11. _____ only becomes a problem when you have too much of it.
12. The service in this cafe is a bit _____.
13. You can have a _____ on the way.
14. I was wined and _____ every night by our New York office.

2. Choose the best word which completes each of these sentences.

1. Would you prefer _____ potatoes or chips?
 a. poached b. ground c. mashed d. powdered
2. I bought this bread four days ago and now it's _____.
 a. stale b. off c. bad d. rotten
3. Don't forget to buy a packet of _____ peas.
 a. chilled b. frozen c. frosted d. chilly
4. Can you give me the _____ for this pie? It's delicious.
 a. prescription b. instructions c. ingredients d. recipe
5. There was a wonderful smell of _____ bread in the kitchen.
 a. cooking b. roasting c. baking d. grilling
6. Don't buy those fish, they aren't very _____.
 a. fresh b. new c. recent d. young
7. I'd like to eat more of this cake, but it's very _____.
 a. fat b. fatty c. fattened d. fattening
8. Waiter, I can't eat this meat. It's under-_____.
 a. done b. developed c. nourished d. weight
9. Is the hamburger for you to eat here, or to _____?
 a. go out b. take away c. carry on d. sit down
10. That _____ was fantastic. Could I have a second, please?
 a. plate b. meal c. helping d. service
11. In the new place the waiters are courteous and the service is _____.
 a. perfect b. sluggish c. overbearing d. off-putting
12. In the Netherlands people usually _____ the bill in a restaurant.
 a. break b. split c. spill d. get
13. Does anyone want _____? Oh, yes, please, the cake is delicious.
 a. dish b. seconds c. additives d. meal
14. I prefer a _____ breakfast and then a light meal around midday.
 a. overdone b. bitter c. underdone d. substantial

3. Choose the correct word.

1. Waiter, could you bring me the **account/bill**, please?
2. It's a very popular restaurant – we should **book/keep** a table.
3. If you're hungry, why not ask for a large **dish /portion**?
4. Please **help/serve** yourself to salads from the salad bar.
5. Waiter, can I see the **catalogue /menu**, please?
6. This fish is not what I **commanded/ordered**.
7. This **dish/plate** is a speciality of our restaurant.
8. Have you tried the **raw/undercooked** fish at the new Japanese restaurant?
9. Paul never eats meat, he's a **vegetable/vegetarian**.

10. Have you decided what to have for your main *course/food*?
11. It's hard to get children to eat *nourishing/junk* meals.
12. I think *fresh/processed* foods in general are probably bad for us.
13. He is calorie *careful/conscious* these days.
14. Ben is a *fussy/inharmonious* eater.

SELF CHECK

<p>Food and Cuisine</p> <p>cholesterol additives wholesome/ wholemeal food a bite leftovers dine fatty stodgy greasy/oily gourmet substantial/nourishing seconds helping poached mashed powdered stale/rotten vegetables cauliflower egg plant courgette spinach leek celery lettuce garlic chickpeas herbs parsley oregano basil mint clove cinnamon figs raspberry pomegranate figs veal lamb venison rabbit ham duck</p>	
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poultry trout herring salmon cod plaice seafood shrimps salad dressing vinegar oil butter double cream cottage cheese mustard buns rolls pastry plum pudding scones pies	
Cooking smell recipe roast bake grill chop dip blend cut dice peel grate pour add slice whisk beat stir fry deep fry braise/stew steam mix season handful pinch plate saucepan frying pan colander crude/raw	

<p>eating out book cuisine starter main course afters menu portion order dish vegetarian course a speciality (in a restaurant/cafe) impeccable / sluggish / overbearing/ off-putting service afters tip</p>	
<p>flavour and taste savoury tasteless mild bland sour sickly bitter savoury spicy salty sugary done to a turn</p>	
<p>phrasal verbs make up – prepare something pick up – to go and meet someone feel up – to have the strength and energy to do something to put off – to delay doing something cut down – to reduce an amount on the turn – starting to change run out of – there is no more left heat up – to become warm or hot chop up – to cut into small pieces throw out – to discard something as unwanted get rid of – to remove something that you do not want any longer get out – to leave come off – to happen\to be able to be removed make use of – use for a purpose</p>	<p>word formation fat – fatty, fattened, fattening frost – frosty, frosting, frosted underdone – overdone vegetable – vegetarian, vegetation, vegetarianism</p>
<p>fixed phrases processed food – food that has been altered in some way during preparation</p>	<p>Idioms sound fishy – making you feel that someone is lying</p>

slap-up meal – a large enjoyable meal
 split the bill – to divide the cost of the bill
 freshly squeezed lemon – juice that has been recently pressed out of lemon
 fussy eater – someone who will only eat a few particular things and is difficult to please
 health conscious – having an active interest in one's health
 spicy food – strongly flavoured with spices
 melted chocolate – transformed from a solid to liquid state
 stick to a diet – continue to follow a diet
 fill yourself up – eat so much that you do not feel hungry
 burn up energy – to use up energy or get rid of fat from your body by doing physical activity
 be starving – suffering from hunger
 say when – decide when to stop
 pot party – a party you go and have some fun
 grab a bite – to get something to eat
 spoil appetite – make you not feel like eating a meal
 have a quick snack – food that you eat between meals
 hearty breakfast – large amount of food
 home-cooked food – made and eaten at home
 set menu – a limited menu
 reasonably priced – available at a fair price
 over a low heat – the lowest setting on your burner

a fish out of water – you do not feel comfortable
 make a meal of something – to spend more time doing something than is necessary
 juicy gossip – details about people's lives
 turn sour – become less pleasant
 be a recipe for disaster – to have unpleasant consequences
 spice up a party – to make something more exciting
 like chalk and cheese – completely different
 be a breadwinner – a person supporting a family
 don't count your chickens – you should not make plans for the future because you don't know it
 have your cake and eat it – to have or do two things at the same time
 nutcase – a mad or foolish person
 sour grapes – disparagement of something that has proven unattainable

Module 8

The Media

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Types of Media

1. _____

One of the traditional forms of communication is the announcement made by beating a 'Nagada' or drum with a stick and used for communicating messages from one village to another through its beats. Nautanki is a famous form of folk arts involving a mix of music and dance. It is much popular in northern India. It was the most popular form of entertainment before the advent of cinema. During freedom struggle in India, folk media played a great role in spreading the message of patriotism. "Jatra" a traditional theatre and "Paala" is the traditional forms of ballad singing. Both are used for spreading awareness on various social issues by the state governments.

2. _____

Photography is a wonderful medium for capturing reality, emotion, history and fantasy. Photographers can enjoy robust, diverse careers with opportunities in many industries. Armed with the knowledge of camera technology, editing and equipment, and possibly paired with graphic design skills, you can make yourself marketable and your photography career nearly limitless.

3. _____

In India the stylist vocabulary of puppet theatre carries a relevant message of social awareness, historical and traditional identity and moral value system. Its relative isolation and distinct style of improvising has made it a powerful medium of mass communication. Not only in rural areas but also in urban places puppet shows are very popular and powerful tool of communication with the mass. Even in the modern medium of communication like television and films – puppet shows are quite popular. There are different types of puppetry, in India there are four types of puppetry mainly: – String puppets, Rod puppets, Glove puppets and Shadow puppets, which are found in different parts of India. Being a flexible traditional folk form puppetry also plays social role and helps in psychological therapies also.

4. _____

The popularity of television advertising swelled along with the popularity of mass marketing. Today television is one of the most popular mass media channels for marketers, especially with the advent of connected

TV advertising, which uses viewer data for more effective segmentation. Video ads have also expanded beyond the traditional cable box to include YouTube ads and online video. Media planners can now showcase their commercials across the web on various websites to connect with audiences online.

5. _____

Netflix started in 1997 as a company that pioneered the concept of renting DVDs by mail. It devised the innovative concept of charging a flat monthly fee instead of charging by each DVD ordered. As a result, the corner video rental store phenomenon started to fade away. By 2005, Netflix had a loyal 4.2 million DVD-by-mail rental subscriber base. In 2007, Netflix made the bold announcement that it would add the ability for subscribers to stream TV shows and movies directly to their PCs in addition to its DVD-by-mail rental program. After that, it didn't take long for Netflix streaming to become available on the Xbox, Apple devices, a growing number of TVs, smartphones, and tablets. Today, it's readily available in many households.

- A This type of media has many forms and can serve several social functions
- B This type of media was used in Asian countries
- C The messages through this medium are still used by authorities to highlight social questions
- D This popular type of medium replaced another favoured one
- E You need to be creative and technologically advanced to be professional in this kind of medium
- F If you want to take up this type of media you should have knowledge of history
- G Advertising on TV is popular among the people
- H This type of medium tries to find new ways to reach the consumers

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The History of YouTube

YouTube (an American online video sharing platform owned by Google) was launched on February 14, 2005 by Chad Hurley, Steve Chen, and Javed Karim. The founders of YouTube wanted to create an easy way on how people could upload and share videos worldwide. Before YouTube was introduced, there were no reliable sources for one to share videos on the internet. For this reason, the three buddies, Chad Hurley, Steve Chen, and Javed Karim thought of starting a platform where people could share their beautiful experiences through online videos. However, YouTube had a hard time getting traffic in the first months after the launch. They uploaded the first video titled "Me at the zoo" featuring Javed Karim on April 23, 2005. But despite starting low, YouTube has risen to become the best video upload site and the 2nd most visited online site after Google.

Before YouTube was founded, other video platforms such as Realplayer, Windows Media Player, Google Video, and ShareYourWorld were available. However, these sites required many processes before uploading videos and were expensive to the users as one was required to pay before sharing videos. YouTube brought better ways to upload, access, comment, like, and share videos with fewer requirements, unlike the early sites. Unlike previous video uploading platforms, YouTube grew to become the world's best video-sharing website.

The three YouTube founders were enjoying a dinner party at Steve Chen's apartment. At this party, Chen and his friend, Chad Hurley spent much of the party shooting videos and digital photos of each other. They easily uploaded the photos to the Web. But the videos? Not a chance. Realising that digital photographs were easier to share thanks to new Web sites like Flickr, they reasoned that a similar software package to share videos was possible, too. But, stumbling across a need to publish a video to the Internet, the friends decided to create a video sharing website on which users can upload and share videos. And they had the means to address this need, because Chen was an exceptional code writer, and Hurley's gift for design could give a new Web site a compelling look.

The team relocated to a more spacious office situated above a pizzeria and Japanese restaurant in San Mateo, California, to get their plans underway. The YouTube creators did a commendable job as they uploaded

their first video (Me at the zoo) on April 23, 2005, and later shared with the public the better part of the site activities in May 2005. Six months later, YouTube was officially launched in November 2005. In the same month, YouTube got US\$11.5 million to boost their project.

In 2006, YouTube created a spark in the digital market as it announced over 65000 new videos were uploaded daily and had over 100 million video views every day. In the same year, Google purchased YouTube at the cost of US\$1.65 billion. Also, YouTube introduced video ads to the site. Although Chad Hurley first rejected it as he thought it would be inconvenient to its users, YouTube finally accepted pre roll adverts in August 2007. It soon became the dominant online video upload and viewing site with a 43 percent market share and more than 6 billion video views in January 2009. Since then, YouTube has become the best film platform for artists to showcase their knowledge and skills to the world.

(Adapted from: <https://history-computer.com/youtube-history/>)

6. The history of creating YouTube began

- A when three young men wanted to send a personal video one to another
- B with some problems of uploading the video
- C with the idea of sharing personal experiences of people
- D with the three guys' visit to the zoo

7. YouTube could replace other video platforms because

- A its users were required to pay less money
- B its users needed to process their videos before sharing them
- C it was more convenient and had more opportunities for the feedback from the video
- D other video platforms were not available any more

8. The idea of sharing videos through the web could be realised by the YouTube founders because

- A they used to spend good time together
- B they had all necessary skills for this
- C they didn't like to upload photos to the Web any more
- D they wanted to watch the videos the users had uploaded and shared

9. YouTube success

- A came late of all platforms
- B marked the beginning of other innovations in digital world
- C came after Google purchased it
- D became possible if the founders viewed and commented videos

10. Adds in YouTube

- A were not firstly agreed by one of the three
- B were not firstly convenient for the users
- C were introduced by Google
- D became dominant on the site

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Mass media is any medium which can be used to communicate whether written, oral or via broadcast to a larger audience. There are tons of modes of mass communication that have been introduced to convey

information to larger audiences such as the internet, computers, mobile phones, books, magazines, documentaries, films and much more.

11. Traditional media. People have developed different ways to communicate on the basis of their local culture and language. Traditional media is the oldest type of mass media which is helping people to transfer culture and traditions over generations. Communication tools in this sphere have been developed from customs, beliefs, rituals, and society's practices. Traditional media is imparting indigenous ways to communicate for ages. There are multiple forms of traditional media which are being used for centuries. They are, for example, folk music, songs and dances; drama, theatre and folktales; painting, statues, sculptures; symbols and motifs; nautanki; storytelling; festivals and fairs.

12. Print media. Print media encompasses mass communication via printed material. Before the invention of the printing press, printing media meant to be handwritten. Later with the passage of time, print media also evolved and printing press arrival made mass distribution possible. Till now, print media is one of the basic mass media tools types. Newspaper is one of the most preferred forms of print media to reach a huge audience until electronic media emerged on the scene. Earlier, newspapers were dominant medium which masses at large depended on, for a regular news update. It is because a newspaper used to carry different type of topics including current affairs, finance, politics, entertainment, stocks, puzzle crosswords. In a nutshell, newspaper used to keep stuff for readers from every age group. Newspaper is still the most important form of print media because it has the ability to reach every nook and corner of the world.

13. Electronic broadcasting media. Broadcasting is simply known as a way to distribute video and audio content to a dispersed audience with the help of an electronic broadcasting medium. It can appeal both visual and auditory senses which is making it one of the most lucrative types of mass communication media. For this profitable type of media communication, presence of electric connection is a must. One of the most common electronic broadcasting media sources is known as TV. Radio offers auditory content only.

14. Outdoor media. This is a type of media which is focused on transit information when people are out of their living places. Outdoor media is more commonly being used to display advertisements, and to attract people towards some social cause which can bring a change in society or new product, etc. The forms of outdoor media are billboards, banners, posters, and signs.

15. Transit media. This is a mass media type which revolves around the concept of information dissemination or advertising when customers are about to go. This mass media type includes the display of information or advertisements on vehicles, buildings, etc. with a common aim of driving message to home. This type of mass media is more commonly being used for massive brand promotions to the people who are travelling on the roads and streets of the country.

16. Digital media. With the arrival of the internet, we are able to enjoy the benefits of high-technology digital mass media. This type of media is not only faster as compared to old school mass media but also comes in a wider range. However, computers, the internet and mobile phones are more commonly referred to as digital media. The Internet has opened a new world of opportunities for effective mass communication in the form of emails, podcasts, e-forums, blogging, internet TV, websites, eBooks and much more than these. The forms of new-age media are evolving and increasing with every passing day. Even more, the presence of social media networks on the internet has redefined the way of mass communication altogether. Platforms such as Facebook, Instagram, Twitter, YouTube, has made the process to communicate with masses all more convenient, interesting, entertaining and easier. These have become some of the most common sources to reach an audience from all around the world.

(Adapted from: <https://visionarybusinessperson.com/types-of-mass-media/>)

Which medium _____?

- A reaches consumers specifically when they are not at home
- B combines the easiest way to get information with entertainment
- C installs advertising indoors only

- D has the longest history
- E has always contained a number of diverse topics of interest
- F still allows considerable moneymaking to the owners and advertisers
- G is mostly used in old schools
- H is mostly used to publisize and increase sales of branded products

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Media has the power (17) _____, attitudes, and behaviours. Thus, social norms that influence and encourage gender violence have been targeted by policy interventions using mass media communication. Prior research suggests that media (18) _____ two effects: the individual or direct effect (private) or the social or indirect effect (public). In the individual effect, media information about new norms may persuade individuals to accept them. In the social effect, the information creates common (19) _____ and enhances social coordination as individuals more readily accept the information if they believe (20) _____. This study examined whether media's social mechanism has a stronger impact than its individual mechanism on changing violent attitudes against women.

This study conducted a natural and randomised experiment in the rural indigenous community of San Bartolome Quialana in Oaxaca, Mexico using a multi-part soap opera radio program telling a story of a relationship that slowly becomes violent. The soap opera was broadcast via a community loudspeaker and only reached a portion of the community due to topographical conditions. Households within the loudspeaker's reach were (21) _____ to listen to the soap opera at a community meeting or were able to hear the public broadcast in their own homes. This design tested whether public transmission of the soap opera alone was sufficient to influence norms, and whether creating certainty about common knowledge from face-to-face interactions with community members enhanced the social effects. A post-intervention survey measured norms, attitudes, and behaviour (22) _____.

(Adapted from: <https://gap.hks.harvard.edu/how-does-media-influence-social-norms-field-experiment-role-common-knowledge>)

- A knowledge of a norm
- B in the rural indigenous community
- C others have also accepted it
- D influences through
- E to influence individual beliefs
- F either randomly invited
- G due to topographical conditions
- H regarding violence against women

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Types of Social Media

Social media may (23) _____ the form of a variety of tech-enabled activities. These activities include photo sharing, blogging, social gaming, social networks, video sharing, business networks, virtual

worlds, reviews, and much more. Even governments and politicians utilise social media to engage with (24) _____ and voters.

For individuals, social media is used to keep in (25) _____ with friends and extended family. Some people will use various social media applications to network career opportunities, find people (26) _____ the globe with (27) _____ interests, and share their thoughts, feelings, insights, and emotions. Those who engage in these activities are part of a virtual social network.

For businesses, social media is an (28) _____ tool. Companies use the platform to find and engage with customers, drive sales through advertising and promotion, gauge consumer trends, and (29) _____ customer service or support.

Social media's role in helping businesses is significant. It facilitates communication with customers, enabling the melding of social interactions on e-commerce sites. Its ability to collect information helps focus on marketing efforts and market research. It helps in (30) _____ products and services, as it enables the distribution of targeted, timely, and exclusive sales and coupons to would-be customers. Further, social media can help in building customer relationships through loyalty programs linked to social media.

Social media has changed the way we all interact with each other online. It gives us the (31) _____ to discover what's happening in the world in real-time, to connect with each other and stay in touch with long-distance friends, and in order to have access to endless amounts of information at our (32) _____. In many senses, social media has helped many individuals find common ground with others online, making the world seem more approachable.

(Adapted from: <https://www.investopedia.com/terms/s/social-media.asp>)

23	A	take	B	make	C	give	D	get
24	A	constitutions	B	constituents	C	constituencies	D	constants
25	A	closer	B	secret	C	touch	D	informed
26	A	in	B	over	C	across	D	throughout
27	A	like-minded	B	open-minded	C	narrow-minded	D	single-minded
28	A	hand	B	indispensable	C	unusual	D	untraditional
29	A	suggest	B	impose	C	enforce	D	offer
30	A	producing	B	promoting	C	providing	D	preventing
31	A	ability	B	mobility	C	accessibility	D	credibility
32	A	fingerprints	B	fingertips	C	nails	D	digits

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

What Is Mastodon, the Social Network Users Are Leaving Twitter for?

The first thing to get your head around is that Mastodon is what's known as a "federated" network, a collection of thousands of social networks run on servers across the world that (33) _____ by the common Mastodon technology, on a platform known as the "Fediverse".

You sign (34) _____ for a specific server, which is run by (35) _____ set it up, usually volunteers doing it out of their own pocket or taking donations through Patreon. They'll have their own rules and policies on, for example, who can join and how strictly the conversation will be moderated.

You can even start your own server if you want to set the rules yourself. Otherwise, there's a list of servers which focus on specific locations or topics of interest.

You could start searching for those you know, or go (36) _____ to Twitter and see if they (37) _____ their move. Services like Twitodon allow you to log in with both your Twitter and Mastodon accounts and scan to look for users you follow. But it (38) _____ only _____ to find those users who have also used Twitodon.

Once you follow (39) _____ people you have found from Twitter, you could go through their lists to find others you might know.

Hashtags work similar to Twitter for trending topics, and you can share someone else's post with your followers by (40) _____ it – which works the same as retweeting. But there's no such thing as "quote tooting".

There has been much drama on Twitter over (41) _____ move to require people to pay for verification, while at the same time not actually verifying they are who they say they are. Mastodon has a verification system that's available to everyone with their own website.

If you (42) _____ to a website you control on your profile, then it can recognize you as the owner of that website, which will give followers some justification in trusting you are who you claim to be.

(Adapted from:

<https://www.theguardian.com/technology/2022/nov/08/mastodon-what-is-it-how-do-i-join-use-find-best-server-list-change-elon-musk-twitter-leaving-social-network-alternative>))

33	A	are linked	B	linking	C	was linked	D	linked
34	A	on	B	to	C	up	D	through
35	A	whatever	B	whichever	C	whenever	D	whoever
36	A	back	B	forward	C	on	D	behind
37	A	had announced	B	announced	C	have announced	D	have been announced
38	A	was able	B	were able	C	will be able	D	are able
39	A	many	B	all	C	a little	D	a few
40	A	boost	B	boosting	C	having boosted	D	boosts
41	A	Musks'	B	Musk	C	Musk's	D	Musks
42	A	link	B	linked	C	will link	D	linking

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

Tabloid	correspondent	misprint	blog	prerecorded	live stream
trailer	broadcast	clickbait	footnote	commercial	coverage
		media mogul	social networking sites		

- The programme doesn't go out live. It's _____.
- And now let's go over to our political _____ who's live at Westminster.
- _____ hysteria about the murders has increased public fears.
- _____ brainwash consumers into buying things they don't need.
- I haven't seen the film yet but I saw the _____. It looks quite interesting.
- There's really massive media _____ when a celebrity couple splits up.
- Alert readers may have noticed the _____ in last week's column.
- If you think I need to provide more detail, I'll add a short _____ at the bottom of the page.
- I think they _____ the show live usually, don't they?
- The _____ had just ended a speech to thousands of flag-waving supporters.
- _____ is designed to make readers want to click on a hyperlink especially when the link leads to content of dubious value or interest.

12. Do you actually want to monetize your _____?
13. This is becoming much more common with the increasing use of _____.
14. The following year, the event saw a huge growth in popularity attracting over 150 social media professionals - and tens of online viewers via _____.

2. Choose the best word which completes each of these sentences.

1. Respected, serious newspapers like the *New York Times* never _____ gossips.
 a. reprint b. print c. misprint d. blueprint
2. Short for web log online commentary or diary often written by individuals about their specialist interest, hobbies, family, etc is called _____.
 a. interview b. review c. blog d. comment
3. Transmission to a large number of people by radio or television is called _____.
 a. broadcast b. broadsheet c. translation d. casting
4. _____ is a number of copies sold by newspapers and magazines.
 a. edition b. clipping c. copyright d. circulation
5. _____ is the use of the work of another person as if it is one's own without attribution.
 a. rewriting b. reviewing c. paraphrasing d. plagiarism
6. The article reads that the _____ Rupert Murdoch plans to launch *the Sun* on Sunday.
 a. media mogul b. correspondent c. paparazzo d. reporter
7. You started reading because the _____ drew your attention.
 a. column b. headline c. front page d. Fourth Estate
8. He usually _____ all current political news.
 a. follows down b. follows up c. follows to d. follows
9. The _____ trended globally with tens of thousands of messages.
 a. email b. hashtag c. font d. italic
10. Crime and deviance _____ a large proportion of the news coverage.
 a. build b. set up c. make up d. create
11. Media is connected with all spheres of our life, it makes huge influence on individual point of view and _____.
 a. public opinion b. private actions c. public service d. private service
12. The programme usually _____ on at half past eight.
 a. looks b. does c. turns d. comes
13. They mentioned it in the article but they didn't _____ into detail.
 a. make b. take c. come d. go
14. Be careful not to have this information _____.
 a. take out b. leak out c. go out d. pull out

3. Choose the correct word.

1. Suzy is crazy about clothes and she loves reading **fashion news / editorials**.
2. He just reads the **columns / headlines** in the newspaper, not the whole report.
3. The police will talk to the **press / media** about the crime.
4. It's much easier to read a (an) **headline / online** newspaper than to go to somewhere to buy one.
5. And now we have that **live / life** report from our reporter in the centre of the city.
6. The next news **updates / breaking** is at 5 o'clock. Don't forget to follow up.
7. Many people get the news from **social media / social sector** these days.
8. Adverts shown on TV are called **documentaries / commercials**.
9. A **news / newsflash** in the middle of the TV programme announced that there had been a plane crash.
10. My aunt is a **journalist / paparazzo**. She writes stories for one of the national newspapers.

11. I never read **national / local** news. It is always about a lost cat or something unimportant like that.
12. You can read your **horoscope / celebrity gossip**. It's always true, you know.
13. The news will be followed by the **periodical / weather forecast** for tomorrow.
14. A section in the newspaper about people who have died is called **obituaries / editorials**.

SELF-CHECK

<p>The Media / Vocabulary</p> <p>column</p> <p>paparazzo</p> <p>front page</p> <p>leak</p> <p>Broadcast reporter</p> <p>Commercial hashtag</p> <p>copyright</p> <p>Edit</p> <p>Editorial news release</p> <p>Tabloid coverage</p> <p>media mogul (tycoon)</p> <p>Colour supplement</p> <p>press headline</p> <p>print broadsheet</p> <p>Fourth Estate</p>	<p>Word patterns</p> <p>According to</p> <p>Comment on</p> <p>Inform smb. about smth.</p> <p>Correspond with</p> <p>Make up</p>
<p>Live stream</p>	
<p>Phrasal verbs</p> <p>Come on – start to be broadcast</p> <p>Come out – be published</p> <p>Flick through – turn and look at the pages of a magazine, etc. quickly</p> <p>Look up – try to find information in a source</p> <p>Make up – invent an explanation, excuse; create a story, a poem, etc.</p> <p>Make out – pretend that something is true; see, hear or understand smth. or smb. with difficulty</p> <p>Turn over- turn the page</p> <p>Leak out – become known to the public</p> <p>Blow over – fade away without serious consequences</p> <p>Speak out – express one's feelings or opinions frankly and publicly</p> <p>Follow up – pursue or investigate something further</p> <p>Back up – provide support for someone or something</p>	<p>Word formation</p> <p>Announce – announcement, announced</p> <p>Correspond-correspondent</p> <p>Edit – editor, editorial, editorial board, edited</p> <p>Column-columnist</p> <p>Advertise – ad, advertisement, advertising</p> <p>Chat-chatbot</p> <p>Click- clickbait</p> <p>Follow-follower, following</p> <p>News-newsreel, news jacking, newspaper, newsworthy</p> <p>Use-user, user generated content</p> <p>Medium-media</p> <p>Print – reprint, misprint, blueprint, printer</p>
	<p>Idioms</p> <p>Surf the Internet – go from one page to another on the Internet browsing for topics of interest</p> <p>It went viral - it spreads quickly and widely on the Internet through social media and email</p>

Behind closed doors – taking place secretly or without public knowing
Lift the curtain – to make something known or public; disclose
No news is good news – said to make someone feel less worried when they have not received information about someone or something
Whistle -blower – a person who informs on a person or organization regarded as engaging in an unlawful or immoral activity
Keep somebody posted – to regularly give someone the most recent news about something
Bring someone up to speed – give someone all the latest information about something
Bottom line – the final result or the most important consideration of a situation, activity
Play phone tag – to engage in a series of telephone calls the other is not available to answer
Put it in a nutshell – to indicate that you are saying in a very brief way, using few words
Word of mouth – spoken communication as a means of transmitting information
Come to light – to become known

Module 9

State and Society

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

5 Uncomfortable Truths about Living in Alaska

ALASKA is one of the most beautiful and unspoiled places in the world. It is an environment of coastal mountains, vast unspoiled tundra, ice fields, and rivers teeming with fish. As idyllic as this state is, life here in Alaska is not without its challenges.

Here are 5 uncomfortable truths about living in Alaska.

1. _____

The hazards of the 49th state are frequently exaggerated, but they're not complete works of fiction. According to the bureau of vital statistics, roughly 400 people a year succumb to an untimely dying in Alaska making it the second most deadly state in the Union. Although bear attacks always make headlines, they are few and far between compared to the number of people who fall out of boats, break through frozen lakes, or simply die of exposure in the extreme cold. As moribund as that sounds, the largest number of accidental deaths are far less dramatic. Dozens of Alaskans die each year in their sleep from carbon monoxide poisoning due to faulty heaters or clogged chimneys.

2. _____

Every winter thousands of Alaskans get SAD. More than just a little down in the blues, they become crippled by the symptoms of Seasonal Affective Disorder (SAD). Given its geographic place on the planet, winter in Alaska is not just cold, it is dark. Daylight in the northernmost regions is nonexistent for months at a time creating a physiological shift in mood and disposition. Sufferers of SAD often experience anxiety, malaise, and deep depression. In an attempt to cope many turn to overeating, extended periods of sleep, booze, or drugs. As the symptoms become more severe this can be a causation of suicide. Alaska ranks second only to Wyoming for the highest rate of suicides in the country.

3. _____

Tourism is the second largest industry in Alaska. About 2 million tourists visit the state each year, more than half arrive by ship. As one of the most popular cruising destinations in the world, more than \$60 million dollars in revenue is collected by coastal towns through docking fees and other taxes. But the cost to the environment is incredible. Despite strict environmental regulations and diligent watchdog groups, cruise ships continue to pollute the pristine waters they run.

4. _____

As beautiful and unspoiled as it is, Alaska is a difficult place to inhabit. The climate is harsh and the rigours of daily life can extol a heavy price. For some residents, the stress of Alaskan living boils over into violent conflicts. According to statistics provided by the FBI and the United States Census Bureau, Alaska is

second to only Tennessee as the nation's most violent state. Despite higher than average incomes, a low poverty rate, and a rare population density, violent crimes are surprisingly frequent. The Anchorage Daily News reported that more than 37% of all Alaskan women reported some form of sexual assault.

5. _____

The largest employer and biggest driver of revenue in the state, the oil industry reigns supreme in Alaska. Even those not directly affiliated with oil production or transport get a cut of the action. The Alaska Permanent Fund was established in 1976 to allow all full-time residents to buy oil stocks. Each year the state pays residents a cash dividend, the largest was in 2008, when every Alaskan received more than \$3,200 in the mail.

(Adapted from: <https://www.mtadornetwork.com>)

- A Tourism helps to protect the environment
- B Alaska is not a safe state for residents
- C Alaskans suffering from depressive disorders
- D Controversial benefit of visiting
- E Alaska residents pay oil tax
- F Bears are not the only threat to residents' lives
- G Alaska is the coldest region on the planet
- H Alaskans benefit from oil deposits

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Euthanasia: Life or Death

Euthanasia is the termination of an extremely ill person's life in order to relieve them from the suffering the illness is causing. Euthanasia is usually only conducted on a person with an incurable condition, however there are other instances when euthanasia can be carried out. In many countries, such as the UK, it is illegal to assist anyone in killing themselves. Should a terminally ill patient in a great deal of pain and discomfort be allowed to terminate their life, if that is what the patient desires? And who has the right to deny a patient who is in complete suffering a less painful ending to their lives? These questions cause a huge amount of controversy, and have been strongly debated. Those in favour of euthanasia argue that it should be up to the patient, whereas those against argue that euthanasia could be misused, leading to very disturbing situations.

A strong ethical argument against the use of euthanasia is that it could soon become a slippery slope, with the legalisation of involuntary euthanasia following it. Since involuntary euthanasia is indistinct from murder it would be impossible to regulate, causing the danger of murderers not being brought to justice, due to their crimes being passed off as involuntary euthanasia. There is also concern that doctors could end up killing very sick patients without asking for their permission, and in the worst case scenario, begin to kill off patients to free up beds in hospitals, or to save money. These situations show how dangerous it could be to let the legalisation of euthanasia lead into the legalisation of involuntary euthanasia.

On the other side of the debate, there is a strong argument that people should have the right to terminate their lives, whenever, and however they may wish. Many supporters of voluntary euthanasia believe that everyone has the right to control their body and life, and should be free to decide at what time, and in which manner they will die. The idea behind this is that unnecessary restraints on human rights should be avoided. Since the right to life gives a person the right to not be killed if they do not want to, proponents of euthanasia argue that respect for this right will prevent euthanasia being misused, as killing a patient without their permission would violate their human rights. It can also be argued that because death is a private matter, if there is no harm to any other people, there is no right to deny someone's wish to die. Supporters of this believe that if euthanasia promotes the best interests of all the parties concerned, and no human rights are violated, then it is morally acceptable for voluntary euthanasia to take place.

Another argument against euthanasia, this time a practical one, is that euthanasia is not needed when proper palliative care (an approach that improves the quality of life) is available. Terminally ill patients are given drugs and other types of support to help relieve the physical pain and mental effects of being terminally ill. Not all of the trauma experienced by a patient is physical however, and drugs alone cannot relieve the emotional pain felt by someone counting the days until their death, although the emotional support that can be provided from palliative care can go a long way to make the last part of a terminally ill patients life less emotionally stressful. Effective palliative care will give the patient and their loved ones chances to spend quality time together, and will allow the patient to live the remaining part of their lives with as much of the distress and pain felt by a terminally ill patient removed as possible. Some argue, however, that along with the introduction of euthanasia, there could be a reduction in the availability of palliative care, as euthanasia is more cost effective than prolonging the life of dying patients. This could possibly reduce the availability of care for terminally ill patients who do not wish to be euthanised.

People generally avoid death because they enjoy and value being alive, but in the case of a terminally ill patient, they may be in a lot of discomfort and pain, and are unable to enjoy their life. This may cause the patient to devalue their life, and the patient may decide that they do not wish to endure their suffering any longer. There is also the fact that although the patient themselves may wish to be euthanised, it may have a very detrimental effect on the family of the patient. Those in favour of this argument believe that since the death of a patient in that situation could be a better option to keeping them alive, the patient's wish should be respected.

(Adapted from: <https://www.lawteacher.net>)

6. Which issue is causing a lot of debate?
 - A How should relatives be involved in the process?
 - B Should euthanasia be legalised in all countries?
 - C Should a terminally ill person be isolated?
 - D Is it illegal to help somebody to die?

7. The main reason against euthanasia is:
 - A Involuntary euthanasia can prevent from dying.
 - B Doctors can lose extra money.
 - C It is difficult to distinguish from the killing.
 - D Euthanasia can be used as a penalty.

8. TRUE Pro euthanasia argument is:
 - A To permit law violation.
 - B To take control of our own lives.
 - C To transfer the right to control one's life.
 - D The person's death is a public matter.

9. FALSE Con euthanasia argument is:
 - A Palliative care helps to avoid emotional stress.
 - B Special drugs are not enough during the treatment.
 - C Palliative care is obligatory used before euthanasia.
 - D It is cheaper to euthanise than to use palliative care.

10. It is better for a terminally ill patient _____
 - A to terminate his life voluntarily.
 - B to respect the relatives' will.
 - C to be euthanized involuntarily.
 - D to avoid death because he suffers.

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Noblest Nobel Prize Winners of All Time

11. Mother Teresa

Mother Teresa accepted her Nobel Peace Prize in 1979. She's a virtual brand name when it comes to charity. In 1950, Mother Teresa launched a Catholic organisation called the Missionaries of Charity, which began its work in India, helping to ease the suffering of poor, sick and orphaned people. In time, the charity grew to care for AIDS sufferers and people displaced by war, famine and other catastrophes, both natural and human-caused. She remained committed to the charity for more than 40 years. She died in 1997, but many carry on her mission. Her organisation is still active in more than 130 countries.

12. Martin Luther King, Jr.

He had a dream, and he didn't write it off as a fanciful midnight vision. He paid for it with his life. In a country riven by racial discrimination and a legacy of slavery, King promoted equality and freedom for everyone. It all began with a famous flashpoint. In 1955, Rosa Parks refused to give up her bus seat to a white person in Montgomery, Ala. This incident led to a successful 382-day bus boycott led by King, and it cemented his role as a leader for blacks in the United States. After the boycott, and in the face of government and cultural intimidation, he hit the road to spread his message, speaking more than 2,500 times and travelling more than 6 million miles. Eventually, his means subverted a deeply rooted culture of discrimination.

13. Ivan Pavlov

Ivan Pavlov may be best known by memorable sound bites, such as «Pavlov's dogs» or the «Pavlovian response.» But his sprawling impact on science can't be reduced to such concise phrases. In his most famous experiments, he would ring a bell every time he gave food to dogs. After repeating this process over and over again, the dogs would eventually begin salivating simply at the sound of the bell. It wasn't long before people realised that humans weren't all that different from dogs. We're all conditioned to respond certain ways – both good and bad – to various stimuli.

Pavlov's insights opened new doors in psychology and behaviourism, and they altered the way people perceive their own behaviours.

14. Albert Einstein

From a physics perspective, Albert Einstein His concepts were so far-reaching that, in some ways, they turned our perception of the very nature of reality inside out. Einstein discovered mass-energy equivalence and also tackled theories of relativity. He won the Nobel Prize in Physics for his discovery of the photoelectric effect, which refers to the ejection of electrons from another material in response to light. His explanation demonstrated that light is made of particles, which then led to the development of the photoelectric cell. This, in turn, resulted in countless inventions, including television, motion pictures and many others. Perhaps more importantly, his research evolved our understanding of physics, including quantum theory. His forward thinking didn't just nudge science and technology forward; it shoved those disciplines into entirely new territory.

15. Marie Curie

Curie, a French-Polish scientist, spent much of her professional life investigating the principles of radioactivity. In 1903, she and her husband Pierre, along with Henri Becquerel, received the Nobel Prize for their physics work on radiation-related phenomena. As if one Nobel wasn't enough, in 1911, she snagged the Nobel in chemistry for her discoveries of radium and polonium. This time, she didn't have to share it with anyone, making her one of very few people to have won prizes in two different fields. In an era when women

were in many ways considered inferior to men, Curie more than proved her worth and left a scientific legacy that continues to affect medicine and technology in untold ways. And her genius was contagious – her daughter, Irene Joliot-Curie, received a Nobel in chemistry in 1935.

16. Hermann Muller

For every technological advance, there are trade-offs and potential side effects. Thanks to his work, people realised the importance of tempering our knowledge with safety and care. Muller won his prize for proving that X-rays cause mutations in the human body. In the mid-1920s, he'd gathered significant evidence that exposing *Drosophila* flies to X-rays caused genetic mutations that shortened their lifespans. He was certain that the same kind of damage would occur in humans.

Although he'd been trying to publicise his work for around 20 years, it took the World-War II atomic bombings of Japan to underscore the dangers of radiation, X-rays and nuclear fallout. It was then that the Nobel committee finally recognized his research.

(Adapted from: <https://www.livescience.com/16379-10-noblest-nobel-prize-winners-time.html#:~:text=Marie%20Curie%20%26%20Co.,for%20their%20discovery%20of%20radioactivity>)

The Prizewinners are known:

- A for the unending work with some of the world's most impoverished people
- B as the first multidisciplinary winner
- C for his research on conditioned reflexes
- D for one of the most important medical discoveries ever
- E for pursuing his idea in the face of scorn and cynicism
- F for investigation of all sorts of new genetic advances
- G as a scientist who overhauled not just the entire world but also the entire universe
- H for the discovery of the production of mutations

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Importance of Organ Donation

Each day approximately 6,300 people die and what makes this haunting is that presently there are 83,513 people (17)_____, yet each day 17 people die because they do not receive a transplant. These statistics show that people who are waiting for organ transplants have a good chance (18)_____. The sad truth is though, because of the lack of people willing to donate organs, many people will continue to wait for organs to save their lives. Waiting lists of patients for organ transplants become longer (19)_____. We are not talking about people selling organs; we are talking about people who are dead and whose organs are available for salvage. There is a huge shortage of organs, but (20)_____, they would see the many benefits of this important endeavour.

When someone is pronounced dead, and not until then, the doctors will then present the choice for donation. Since one is dead and can't give their consent, it is marked on their driver's licence whether they are a donor or not. Unfortunately, (21)_____ actually sign a donor card. If yes, their organs should be donated, but a problem that is arising more and more is that families of the deceased are overriding the choice of the dead, and saying no to donation. More than half of the eligible donors refuse to donate their recently deceased family member's organs because they don't know how the deceased felt about organ donation. This

brings about a lot of debate. If the person (22) _____, something so incredibly important, their families should not have the right to overturn their decision about their own body. This is an issue that is causing the loss of many donations.

(Adapted from: <https://www.cram.com>)

- A less than one-fifth of the American people
- B if people were really educated about this topic
- C as the need for transplantable organs increases
- D who has passed on has chosen to give a gift of life
- E don't want to donate their organs
- F at being saved and get what they need
- G relatives do not allow the use of organs
- H waiting for organs to be donated

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

What Defines a Civil Society?

Think about the country that you live in – what does it take to make that country operate smoothly? The government (23) _____ of law and order and businesses offer goods and services in exchange for money, which both help to (24) _____ a society moving. But what about other groups, like churches or the PTA, how do they contribute to your society? These other groups actually play a very big part in how your country operates, and they (25) _____ a category known as civil society.

A civil society is composed of groups or organisations working in the interest of the citizens but operating outside of the governmental and for-profit sectors. Organisations and institutions that (26) _____ a civil society include labour unions, non-profit organisations, churches, and other service agencies that provide an important service to society but generally ask for very little in return.

Civil society is sometimes (27) _____ to as the civil sector, a term that is used to differentiate it from other sectors that comprise a functioning society. For example, the United States is made up of three sectors: the public sector, which is the government and its branches; the private sector, which (28) _____ businesses and corporations; and the civil sector, which includes the organisations that act in the public's interest but are not motivated by profit or government.

In so many cases, it can be hard to know what organisation falls into which sector and why. This is because so many of these groups tend to work in collaboration with one another in (29) _____ to serve the public. (30) _____ some examples of what falls into a civil society and how they contribute, should help to bring more clarity.

One of the examples of civil society at work is civic groups, such as the Rotary Club or Kiwanis. In the United States, these are groups that are made up of people from the community who volunteer their time in order to raise money for community projects or needs. (31) _____ these groups tend to be much smaller than NGOs, they are important because they represent the (32) _____ citizen contributing to the overall well-being of their community.

(Adapted from: www.https://stude.com)

23	A	take after	B	take care	C	take over	D	take up
24	A	set	B	prevent	C	take	D	keep
25	A	fall out of	B	fall down	C	fall into	D	fall in
26	A	make up	B	make towards	C	make over	D	make out
27	A	counted	B	pass	C	thought	D	referred
28	A	includes	B	excludes	C	instals	D	obtains
29	A	disorder	B	orders	C	order	D	ordered
30	A	Looking on	B	Looking at	C	Looking after	D	Looking for
31	A	Though	B	Because	C	Despite	D	Through
32	A	plain	B	normal	C	ordinary	D	elementary

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

History and Future of the Japanese Monarchy

Emperor Akihito will be the first ruler to abdicate the Chrysanthemum Throne, and the future of the ceremonial position remains murky. For (33)_____ 2,600 years, the same family has reigned over Japan. As the (34)_____ oldest continuous hereditary dynasty, sometimes revered for its link to Shinto gods, the Japanese monarchy (35)_____ in existence since around 660 B. C.. Today the Imperial House of Japan has a symbolic role but no executive or military power within the Japanese state. Even so, the monarchy has traditional significance, though it exercises no state political power.

The Japanese monarchy began with Emperor Jimmu, (36)_____ supposedly began his empire in 660 B. C. after warring with local chieftains. However, Jimmu is largely seen as a symbolic and legendary figure. Scholars speculate that Jimmu, a descendant of the sun goddess, represents how Yayoi culture, Japan's first rice farmers, spread in the Yamato region. Jimmu's (37)_____ day, February 11, is celebrated as a holiday called National Foundation Day.

The Imperial Family of Japan now has only 18 members and is threatened by a succession law that prohibits female members from (38)_____ the throne. Though Japanese emperors traditionally rule until their death, Emperor Akihito, Hirohito's son, will abdicate (39)_____ April 30, 2019 due to his concerns about his health and age. The ascension of Crown Prince Naruhito to the throne will leave only three heirs.

(40)_____ of the imperial family's female members have left the monarchy by marrying commoners. Though there have been empresses of Japan, the male-only succession rule still stands – and though the Japanese government has been tasked with (41)_____ with solutions for what (42)_____ as a growing crisis, it is unclear if it will be willing to buck tradition.

(Adapted from: <https://www.nationalgeographic.com/culture/article/japanese-monarchy>)

33	A	so	B	over	C	by	D	once
34	A	world	B	worlds	C	world's	D	worlds'
35	A	had been	B	have been	C	has been	D	will have been
36	A	which	B	who	C	that	D	what
37	A	accession	B	access	C	accessories	D	accessory
38	A	inherit	B	inherited	C	inheriting	D	inherits
39	A	in	B	at	C	on	D	by

40	A	Numbers	B	A number	C	The number	D	Number's
41	A	coming up	B	coming by	C	coming in	D	coming back
42	A	was seen	B	saw	C	is seen	D	seen

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

resident regions volunteer oppression overturned
 donated override avoid in order to shortage restrictions
 supported ban pretended

- There's a _____ of food and shelter in the refugee camps.
- The president used his veto to _____ the committee's decision.
- The bill would _____ drivers from using hand-held phones.
- If you want to take a British driving test you must be _____ in the UK.
- An anonymous businesswoman _____ one million dollars to the charity.
- Coastal _____ of the country have much better infrastructure and many more Internet users than others.
- My father _____ the Labour Democratic Party all his life.
- The Government must punish such conduct _____ protect children.
- The legal advice centres are staffed by _____ lawyers.
- When we argued, he _____ that he respected me.
- The court of appeals _____ her conviction and ordered a new trial.
- This practice imposes unnecessary _____ on employment.
- A spokeswoman for the company said it was hoping to _____ industrial action.
- War, famine and _____ have forced people in the region to flee from their homes.

2. Choose the best word, which completes each of these sentences.

- He hated being in the army because he had to _____ commands.
a. disobey b. obey c. order d. obedience
- She sent me a _____ letter thanking me for my invitation.
a. impolite b. elegant c. polite d. curious
- The government has _____ that they'll reduce taxes.
a. proposed b. promised c. delayed d. approved
- Human error has been _____ for the air crash.
a. accused b. charged c. prosecuted d. blamed
- The _____ Britons inhabited these parts of England before the Roman invasion.
a. old b. ancient c. former d. aged
- You will be expected to _____ the editor with the selection of illustrations for the book.
a. cooperate b. assist c. serve d. affirm
- He showed me round the town, which was very _____ of him.
a. kind b. good c. well d. kindness
- She's very _____ in the mornings!
a. bad mood b. bad-tempered c. bad-faith d. bad news
- Readers of the magazine said they wanted more stories about _____ people and fewer stories about the rich and famous.

- a. plain b. fair c. just d. ordinary
10. He was _____ and seriously injured by a gang of youths.
- a. attacked b. violated c. affected d. effected
11. He managed to _____ the jury of his innocence.
- a. affirm b. let c. convince d. offer
12. The _____ of the wind had brought down a great many trees in the area.
- a. pressure b. press c. push d. force
13. An _____ adviser has been brought in to conciliate between the two sides involved in the conflict.
- a. sole b. independent c. single d. one
14. The school has to _____ the goodwill of the parents to help it raise money.
- a. refer to b. reply to c. rely on d. report on

3. Choose the correct word.

1. These days, many parents find it difficult to **assist/ support** a large family.
2. Forgetting to thank us for dinner is **usual/ typical** of George.
3. My grandma doesn't have any **close/near** family her own age left.
4. In **ancient/old** times, people had a very different view of the world.
5. Who was to **blame/fault** for the argument?
6. Don't you know it's **kind/ polite** to close your mouth when you a'e eating?
7. Nathan's parents were very **enjoyed/pleased** when they saw him in the school play.
8. I have a very good **connection/relationship** with my mother.
9. The secret to public speaking is to get the **audience/ crowd** on your side.
10. He suffers from back trouble too, so he was very **likeable/ sympathetic** about my problem.
11. There were a few **nervous/ bad-tempted** giggles from people in the audience.
12. That was a very **sensible/ sensitive** decision.
13. They work as a **company/ group** – no one person is allowed to dominate.
14. The potato is the most **popular/ famous** vegetable in Britain.

SELF-CHECK

State&Society Vocabulary	Word Patterns
accused	agree with/on/to smth
activist	allow smb to do
ambassador	approve of smth
audience	ask smb smth
avoid	attack smth
bad-tempered	ban smb from smth
blame	convince smb
chamber (of parliament)	force smb to do smth
city council	independent of
Congress	let smb do smth
connection	independent of
constituency	let smb do smth
crime	object to smth
crowd	pretend to be
discrimination	rely on
donate	
enjoy	

fault
 general election government (AmE administration)
 head of state
 innocent
 in order to
 jury
 local election
 Mayor
 Ministry (of Defence / Finance /
 Foreign Affairs / Home Affairs)
 MP (BrE Member of Parliament)
 opposition
 oppression
 override
 overturn
 party member
 pass (a law)
 policy
 poverty
 region
 relationship
 resident
 resign
 resignation
 restrict
 rule (verb)
 takeover
 the secret service
 sentence
 shortage
 steal
 verdict
 victim
 volunteer vote (for smb)
 warning
 witness
Phrasal Verbs
 ask after – ask for news about
 bring up – look after a child
 fall for – fall in love with
 fall out (with) – have an argument
 get on (with) – have a good relationship
 grow up – become older
 look down on – think that you are better than
 look up – to admire and respect
 make up – become friends again after an argument
 pass away – die

Word Formation

able, unable, (in)ability,
 disabled, disability
 achieve, achievement
 argue, argument,
 argumentative
 care, careful(ly), careless(ly),
 (un)caring
 correspond, correspondence
 friend, friendship, (un)friendly
 happy, unhappy, (un)happiness,
 (un)happily
 jealous, jealousy, jealously
 kind, unkind, (un)kindness, kindly
 marry, marriage, (un)married
 nerve, nervous(ly), nervousness
 obey, disobey, (dis)obedient(ly),
 (dis)obedience
 person, (im)personal(ly), personality
 polite, impolite, (im)politely,
 (im)politeness
 relate, relative(ly), relation,
 relationship
 willing, unwilling, (un)willingness,
 (un)willingly

Idioms

for good luck – cross your fingers
 get cold feet – be nervous
 fell on deaf ears – people wouldn't listen to smth
 it cost an arm and leg – it was expensive

<p>pick on – keep treating someone badly or unfair put down – criticise, make someone feel stupid settle down – become calm after being upset stand up for – support in an argument or fight take aback – surprise</p>	
<p>Fixed Phrases be/find guilty (of) break into (the building) send to prison set fire to in a bad mood able to take a joke in favour of take pity fall in love love at first sight</p>	

Module 10

Culture

Part I TEST

Частина «ЧИТАННЯ»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Why Her Late Majesty the Queen Was a Unique Cultural Icon

1. _____

During her 70 years on the throne, the Queen witnessed huge social change, previously unthinkable scientific and technological breakthroughs, and – inevitably – the emergence, decline and re-emergence of countless fashion trends. Some of these she helped spark. Others, like the refined New Look of the 1950s championed by Christian Dior or the bold prints of the 1970s, she wholeheartedly embraced. But, for the most part, she carved out her own, singular visual identity, aided by a host of advisors, stylists and designers. Her style was also faultlessly considered, paying subtle homage to countries, cultures, people and occasions both at home and abroad.

2. _____

A non-fiction book has set out to provide answers on her life, from ex-Royal governess Marion Crawford's "The Little Princesses", to royal biographers. But the Queen didn't grant interviews, her private papers are sealed, and those close to her were selected above all for their discretion. To mark the Platinum Jubilee, BBC Studios made a 75-minute documentary, narrated by the Queen herself and featuring never-before-seen footage from private home movies shot by the Royal Family. Of course, it is necessary to mention "The Crown's" highly dramatized version of history but even so, there is today no better-known fictional depiction of the Queen.

3. _____

From fairytale and formal to satirical – the art and photography that depict Her Majesty the Queen reveal some interesting truths. Despite having sat for hundreds of official portraits – and inspiring countless unofficial art works – the Queen remains inscrutable: a pure performance of a role. We think of the art of portraiture as being about capturing some essence or intangible, defining character. Many of the most recognisable images of the Queen are not polite portraits – but rather works that use her image in subversive, witty, or irreverent ways.

4. _____

She was referred to as a style icon as a result of having a distinct personal style that reflected her location and time. Those in charge of ensuring that the image of Her Late Majesty Queen Elizabeth II is recognized

throughout the world have surely done a good job. Who could be more widely known, through coins, stamps, photographs, radio recordings and television appearances, let alone mugs and tea-towels? Her signature style originated at the start of her reign, and she has steadfastly refused to deviate – so no regrettable ‘70s prints or ill-considered ‘80s frills and flounces. The Queen’s style was constant and intrinsic to her identity – and although it may have looked effortless, it subtly sent out all the required messages. It said: unwavering authority, tact and diplomacy, and when the occasion demanded it, knock-out, opulent elegance.

5. _____

Queen Elizabeth II was a champion of the arts, and during her seven-decade reign, she embraced musicians and bands in the UK and abroad. The Queen was a devotee of classical music throughout her life. As such, during her reign, she paid special attention to the Master of the Queen’s Music. The role is held by distinguished members of the classical music community. It’s perhaps little surprise, given her ties to Scotland, but Queen Elizabeth II loved the music of pipe bands. And it was also a monarchy touched by the songs of the pop-cultural 20th century. Ascending to the throne as she did in 1952, Elizabeth inspired affectionate music from the Beatles in the 1960s, followed by more confrontational music from even punk groups from the 1970s onward. Whether they loved royals or mocked them, UK artists couldn’t resist invoking the figurehead of a nation.

- A How the Queen became a trendsetter
- B The Queen and modern music
- C Queen Elizabeth v. Counter Culture
- D The imaginary lives of the Queen in literature and the media
- E A politician for 70 years
- F The Queen and the country
- G How the Queen conquered fashion
- H The art that captured a Royal icon

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Where Did Music Come From?

What is music? Musical expression can be divided into two groups: vocal music or «song» which consists of complex, learned vocalizations and instrumental music which consists of structured, communicative sound using parts of the body other than the voice and sometimes additional objects.

Although the production of music is considered uniquely human, musical utterances of various degrees of complexity and perfection can be observed in several species in the animal kingdom. Vocalizations of amazingly high complexity and musicality have evolved several times in birds and mammals. Most research has been done on songbirds so far, but also parrots, hummingbirds, whales, seals and possibly other species show vocalizations that can be called musical according to the above definition. Birdsong is commonly regarded as the most complex vocal utterance in the animal kingdom. Some species, such as blackbirds, nightingales and white-rumped shamas, deliver vocal performances of outstanding musical quality that come close to human music in many aspects. Traits of the latter such as an extensive repertoire of melodies, a sense of diatonic intervals, very precise pitch recognition and intonation, ability of transposition, melodic and dynamic variation, imitation, improvisation and composition have been observed in songbirds in various degrees of perfection.

Instrumental sound generation is very rare among animals. Simple sounds that are instinctive and serve functions like signalling danger are usually not regarded as music. Our closest cousins, the African great apes (chimpanzees, bonobos and gorillas), make drumming sounds with their hands – sometimes with both arms – on their own chest, the ground, on objects like tree roots and even on other individuals. Chimpanzees have been found readily adapting other surfaces to drumming including hollow walls. Drumming sequences typically last only a short time, between one and twelve seconds. It is currently unknown whether apes can learn rhythms. It is also unknown whether they can create more complex rhythmic patterns than the simple, steady beat typically observed. There are a few other drumming species, including palm cockatoos, woodpeckers and kangaroo rats. However, using both hands to drum seems to be unique to the great apes and humans.

But why did music develop? This natural question may be asked in another way: what, if any, adaptive functions does music serve? In other words, what advantage did species with musical skills have that allowed them to have more offspring than those that did not? This is a question that interested Darwin. In fact, he was probably the first to ask it, when he said «As neither the enjoyment nor the capacity for producing musical notes are faculties of the least use to man in reference to his daily habits of life, they must be ranked amongst the most mysterious with which he is endowed».

Few stones have been left unturned as to potential functions of music since Darwin posed the question. Many researchers have many different ideas. The following hypotheses about the function of music are among the most common that have been suggested so far. As a null hypothesis, it has been proposed that music has no adaptive function at all. Perhaps it is a mere by product of some other ability that we need, such as language. Another often talked about purpose for music, prominent both in the scientific literature and in the popular press, is in mate choice. Data on birdsong and whale song support this hypothesis. Other ideas include that music might have begun with the use of song by mothers to soothe infants, or as a learning tool in the play of young animals.

(Adapted from: Betsis Andrew, Lawrence Mamas. Successful FCE. 10 Practice Tests. GLOBAL ELT. 2015. P. 194)

6. What is special about music?

- A It can be played with musical instruments.
- B It also involves additional objects.
- C There can be vocal and instrumental subdivision.
- D It always includes communicative sounds.

7. Why are birds' sounds considered to be the most difficult in fauna?

- A Their melodies are varied and resemble human music.
- B Their musical utterances contain vocalization.
- C Intonation of songbirds is easily transformed.
- D There are paused diatonic intervals in all of them.

8. How can apes drumming be described?

- A It is all about improvisation and imitation.
- B It can be recognized easily.
- C As very noisy.
- D As balanced and plain.

9. What are the functions of music?

- A They are unknown and mysterious.
- B Music is used for protection.
- C Adaptive function is the most important.
- D Scientific theories suggest different explanations.

10. What was NOT mentioned in the text?

- A What features are peculiar to songbirds.
- B How long the scientists have studied the animal kingdom.
- C What species the researches have been devoted to.
- D Animals can sound like a drum.

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

11. The National Gallery

The National Gallery is an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. The Gallery is a charitable and a non-departmental public body of the Department for Digital, Culture, Media and Sport. Its collection belongs to the government on behalf of the British public, and entry to the main collection is free of charge. It is among the most visited art museums in the world, after the Louvre, the British Museum, and the Metropolitan Museum of Art.

12. Derby Museums

The Museum and Art Gallery boasts paintings and artefacts that are of both local and international importance. People can visit a collection of Joseph Wright paintings. March through the Soldier's Story exhibition to see the range of weaponry and objects, both military and personal. Visitors can explore historic artefacts from thousands of years ago, within our Archaeology Gallery. The collections are regularly updated, so there will always be something new – no two visits will ever be the same! There is also a newly refurbished shop of unique souvenirs and art materials to browse at your own leisure.

13. Bristol Museum & Art Gallery

Bristol Museum & Art Gallery is a large museum and art gallery in Bristol, England. As part of Bristol Culture it is run by the Bristol City Council with no entrance fee. It holds designated museum status, granted by the national government to protect outstanding museums. The collections include: geology, Eastern art, and Bristol's history, including English delftware. In January 2012 it became one of sixteen Arts Council England Major Partner Museums. The art gallery contains works from all periods, including many by internationally famous artists, as well as a collection of modern paintings of Bristol.

14. The Kelvingrove Art Gallery & Museum

It is a museum and art gallery in Glasgow, Scotland. The museum has 22 galleries, housing a range of exhibits, including Renaissance art, taxidermy, and artefacts from ancient Egypt. The centrepiece of the Centre Hall is a concert pipe organ constructed and installed by Lewis & Co. Its music is beautiful. There is an urban myth in Glasgow that the building was accidentally built back-to-front, and the architect jumped from one of the towers in despair upon realizing his mistake. In reality, the grand entrance was always intended to face Kelvingrove Park.

15. The Rugby Art Gallery & Museum

It is a combined art gallery, museum and library located in central Rugby, Warwickshire, in England. The purpose-built building housing it was opened in 2000 and was built in the place of Rugby's previous library.

The museum hosts a collection of Roman artefacts, excavated from the nearby Roman town of Tripontium. It also has a display of the social and industrial history of Rugby. It also houses the town's visitor centre.

16. Manchester Art Gallery

Formerly Manchester City Art Gallery, it is a publicly owned art museum. The main gallery was built for a learned society in 1823 and today its collection occupies three connected buildings. Both Barry's buildings are listed. Manchester Art Gallery is free to enter and open seven days a week. It houses many works of local and international significance and has a collection of more than 25,000 objects. More than half a million people visited the museum in the period of a year, according to figures released in April 2014.

Which museum _____?

- A provides books for reading
- B of the listed is the most attended
- C offers music to listen to
- D exhibits contemporary pictures of the city
- E displays photos of celebrities
- F sells pieces of art
- G proposes visitors something to buy
- H is located in several buildings

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

World Music Day

The idea of World Music Day or Fete de la Musique began in France in the 1980s (17) _____ and is now celebrated on 21st June in over 120 countries. An American musician, Joel Cohen, who was working for a French radio station, (18) _____ with the idea for a music festival that everyone could enjoy and take part in. He suggested an all-night music festival (19) _____. The French minister for culture liked the idea and it first became reality in June 1982. The main idea (20) _____ is that music is a great way to bring people together regardless of their nationality, ethnic and cultural background or age. It was extremely popular, (21) _____.

Today the event is celebrated in cities as far apart as Potsdam and Osaka, New York and Sydney. The day does not only involve individual musicians but also orchestras, cultural organizations, and schools. The best thing about the festival is that (22) _____ outside the usual music venues and concert halls. Whole towns are turned into huge outdoor concerts. And every kind of music is on offer. You can hear classical music, jazz bands, rock groups, pop bands, folk music and singer-songwriters all in the same place, and all for free.

*(Adapted from: Dyer Karen, Harwood Dave.
FCE Practice Tests with keys. ELI. 2015. P. 160)*

- A to celebrate the summer solstice (the longest day)
- B particularly because all the events were free
- C was formerly known as
- D musicians are encouraged to perform
- E but has quickly spread across the globe
- F behind the festival
- G different styles of music
- H first came up

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Punch and Judy

«Punch and Judy» is a traditional puppet show (23) _____ Mr. Punch and his wife Judy. The performance consists of a sequence of short scenes, each depicting an interaction between two characters, most typically Mr. Punch and one other (24) _____ that usually falls victim to Punch's slapstick. The Daily Telegraph called Punch and Judy «a staple of the British seaside scene». The various episodes of Punch comedy – often provoking shocked laughter – are dominated by the (25) _____ of Mr. Punch.

The show is performed by a single (26) _____ inside the booth, known since Victorian times as a «professor» or «punchman», and assisted sometimes by a «bottler» who gathers the audience outside the booth, introduces the performance, and collects the money («the bottle»). The bottler might also play (27) _____ music or sound (28) _____ on a drum or guitar, and engage in back chat with the puppets, sometimes repeating lines that may have been difficult for the audience to understand. In Victorian times, the drum and pan pipes were the (29) _____ of choice. Today, most professors work (30) _____, since the need for a team player became less important when street performing with the show gave way to paid engagements at private parties or public events. In modern shows the (31) _____ is encouraged to participate, calling out to the characters on the (32) _____ to warn them of danger or clue them in to what is going on behind their backs.

(Adapted from: https://en.wikipedia.org/wiki/Punch_and_Judy)

23	A	featuring	B	looking like	C	defining	D	attaching
24	A	party	B	people	C	character	D	humans
25	A	impressing	B	clowning	C	conducting	D	frustrating
26	A	artist	B	actor	C	clown	D	puppeteer
27	A	accompanying	B	simultaneous	C	happening	D	involving
28	A	trends	B	effects	C	affect	D	change
29	A	strings	B	instruments	C	sections	D	rhythm
30	A	simultaneously	B	remote	C	solo	D	solitary
31	A	audience	B	box office	C	spectators	D	theatre goers
32	A	scheme	B	mode	C	way	D	stage

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Notting Hill Carnival

The Notting Hill Carnival is (33) _____ annual African-Caribbean event that takes place on the streets of Notting Hill, London every late August bank holiday weekend. Notting Hill Carnival has its origins in the carnival traditions of the Caribbean and the social and political conditions of the post-1948 migration of peoples from the Caribbean. Today, the carnival features a parade with elaborate floats and colourful, (34) _____ performers. Spectators dance to steel bands and calypso music.

The first Notting Hill Carnival celebration was attended by nearly 500 people in Notting Hill. The carnival has evolved into Europe's biggest street festival, attracting hundreds of thousands to the streets of London. The development of Carnival can be traced to the period of enslavement. By (35) _____, Brixton and Notting Hill had the largest population of Caribbean people in Britain. Later in 1966, community activists Rhaune Laslett and Andre Shervington organised a street festival with the aim of entertaining local children (36) _____ attempting (37) _____ ongoing tensions. This event marked the beginning of the annual Notting Hill Carnival with the gradual addition of Caribbean elements including (38) _____ bands and costumes. By 1974, 100,000 people and a dozen bands participated and in 1975 static sound systems (39) _____ adding Jamaican reggae, dub and ska music (40) _____ the traditional calypso and soca.

In 2020, the Notting Hill Carnival was entirely virtual for the first time, with regular DJs, artists, and carnival performers (41) _____ nonstop music and entertainment throughout the carnival weekend.

Today Notting Hill is a cultural institution, attracting up to two million attendees and 40,000 volunteers every year. The history of Notting Hill Carnival represents the resilience and cultural diversity of the communities of London. Despite the political pressures Notting Hill carnival (42) _____ and thrived already and represents a space for challenge and community cohesion.

33	A	a three-day	B	three-day	C	three day's	D	three-days
34	A	costumes	B	costuming	C	costumed	D	costume
35	A	1950s	B	the 1950s	C	the 1950	D	the 1950 th
36	A	as well as	B	so far	C	as long as	D	as
37	A	eased	B	to easing	C	easing	D	to ease
38	A	more	B	much	C	less	D	most
39	A	was introduced	B	were introduced	C	were introducing	D	had been introduced
40	A	at	B	by	C	to	D	for
41	A	providing	B	providing that	C	provided	D	having provided
42	A	has grown	B	had grown	C	grew	D	grows

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

portrait	audience (2)	choreographed	performer
studio	composer	watercolour	performance
amateur	lyricist	plot	creation
	conductor	easel	

- The school drama society will give a _____ of Hamlet.
- He is an immensely talented singer, amazing _____ and impressive composer.
- Normally the _____ had to see a completed film before writing the music.
- He toured America that year and _____ and danced in Till Eulenspiegel, another of his best-known works.
- Furthermore, YouTube has a global _____ of 780 million people, which blows away the _____ for American television.
- Each participant will be provided with real _____ and paints.
- They stood together almost as if posing for a family _____.

8. It was still a convenient and cost-effective solution for light combining living and working space, apartment and art _____.
9. Orders for _____ illustrations do not come often, especially for such close themes.
10. She's a wonderfully creative dancer but she doesn't have the technique of a truly great _____.
11. This 25-foot-high sculpture is her latest _____.
12. He's the _____ of the Toronto Symphony Orchestra.
13. This was a thoughtful rather than _____ performance.
14. The _____ of the book is somewhat different than the film version.

2. Choose the best word which completes each of these sentences.

1. These are some exciting works of art _____ show in Britain today.
a. on b. at c. by d. from
2. Beethoven liked to be alone when he _____ music.
a. composed b. created c. made d. did
3. An _____ person uses his or her talents to create beauty.
a. actor b. artist c. artificial d. artistic
4. The first _____ of the play took place in a schoolyard.
a. area b. scene c. scenery d. place
5. The floor was covered with a _____ made of mosaic tiles.
a. design b. painting c. art d. drawing
6. The other children _____ fun of her because she was always so serious.
a. made b. had c. formed d. tried
7. What is the worst thing you could imagine happening to a _____?
a. artistic b. musical c. piano d. musician
8. He's a great _____ of country music.
a. fan b. dramatist c. conductor d. playwright
9. I can't paint this _____ on that canvas – everyone will laugh at me.
a. landscape b. palette c. engravings d. portraits
10. It's a performance that's sure to make an _____ on the judges.
a. excitement b. tragedy c. impression d. drama
11. It was Chinese women who _____ the show on the first day of competition.
a. promised b. acted c. followed d. stole
12. There has been a mixed _____ to the new play.
a. fame b. reviews c. reaction d. mass media
13. She's _____ on playing piano.
a. expert b. keen c. good d. bad
14. Both my sons are _____ about music.
a. crazy b. fantastic c. fond d. busy

3. Choose the correct word.

1. The scenery and costumes created a dramatic **effect** / **affect**.
2. We tried to visit the concert but were put **off** / **for** by the queues.
3. I'm as fit as a **guitar** / **fiddle** – with energy to spare.
4. Some exceptional **paints** / **paintings** are said to be "great" rather than "good."
5. The next time you go to a museum or look in an art book, **take** / **give** a closer look at a great painting.
6. William Shakespeare may be the greatest **play right** / **playwright** the world has known.
7. He is certainly the finest **actor** / **artist** in Hollywood today.

8. As the **conductor** / **composer** you could control the whole orchestra and the interpretation of music would be in your hands.
9. He makes a **spectacular** / **spectacle** entrance in act two draped in a gold sheet.
10. Every March, the induction ceremonies are shown **live** / **lively** on cable television.
11. Artists are eligible for the Hall of Fame 25 years after their first record is **released** / **realised**.
12. Now I'm expecting a fantastic performance from you tonight, so don't **disappoint** / **disapprove** me!
13. I know you don't like Jack's idea, but just **play** / **act** along with him for a while.
14. If you have done something wrong, you have to face the **music** / **audience**.

SELF-CHECK

<i>Music & Art Vocabulary</i>	Word patterns
admire	comment on
amateur	crazy about
amazing	delighted at / about
applause	laugh at
arena	on second thoughts
artist	reaction to
artistic	
audience	
author	
ballet	
band	
camera	
canvas	
carol	
cello	
choreographer	
choreographed	
clarinet	
comedian	
composer	
compose	
concert	
conductor	
creation	
design	
display	
drawing	
easel	
effect	
entertainment	
exhibit	
graphics	
landscape	
live (adj.)	
masterpiece	
orchestra	
painting	

perform photograph playwright plot photograph puppet release spectacular tragedy violin watercolour	
Phrasal verbs act out – to perform the actions and say the words of a story act up – if a person, especially a child, acts up, they behave badly clown about – to act like a clown play along – to do what someone asks you to do, for a limited period of time play up – if a person, especially a child, plays up, they behave badly	Word formation act – actor, actress art – artist character – characteristic, characterization celebrate – celebration, celebrity drama – dramatist image – imagination music – musician origin – original, originated perform – performance play – playwright portray – portrait
Fixed phrases I like the beat it has a pleasing melody it makes my ears hurt that is too much of noise than music that sounds / that sounds awful	Idioms as fit as a fiddle – <i>to be very healthy and full of energy</i> face the music – <i>to accept unpleasant consequences or an unpleasant reality</i> music to my ears – <i>good news; information that makes someone happy</i> blow your own trumpet – <i>proudly boasting about your own achievements, talents, or successes</i> like a broken record – <i>someone who repeats the same thing again and again</i>

Module 11

Global Issues

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

The European Union Court of Justice (CJEU)

The Court of Justice of the European Union (CJEU) interprets EU law to make sure it is applied in the same way in all EU countries, and settles legal disputes between national governments and EU institutions. The CJEU gives rulings on cases brought before it. The most common types of cases are:

1. _____

National courts of EU countries are required to ensure EU law is properly applied, but courts in different countries might explain its meaning differently. whether their national legislation complies with that law, it can ask the Court for clarification.

2. _____

This type of case is taken against a national government for failing to obey the EU law. It can be started by the European Commission or another EU country. If the country is found to be at fault, it must put things right at once, or risk a second case being brought, which may result in a fine.

3. _____

If an EU act is believed to violate EU treaties or fundamental rights, the Court can be asked to declare it legally invalid – by an EU government, the Council of the EU, the European Commission or (in some cases) the European Parliament. Private individuals can also ask the Court to cancel an EU act that directly concerns them.

4. _____

The Parliament, Council and Commission of the EU must guarantee that certain decisions are made under certain circumstances.

5. _____

Any person or company who has had their interests harmed as a result of the action or inaction of the EU or its staff can apply to the Court of Justice for compensation.

(Adapted from:

https://europa.eu/european-union/about-eu/institutions-bodies/court-justice_en)

- A Supervising the execution of the court's judgments
- B Infringement of the EU law by a state
- C Application for damages
- D Ensuring the EU takes action

- E Annuling EU legal acts
- F Interpreting the law
- G Settlement of criminal cases
- H Resolving disputes between states

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

UN Marks 20 Years of Convention on Rights of the Child

Ceremonies are taking place around the world to mark the 20th anniversary of a landmark agreement protecting children.

The UN says the Convention on the Rights of the Child has transformed the way children are treated. But it says a billion children in the world still go without food, shelter or healthcare and that millions are facing lives of poverty and abuse.

On the eve of events, a British charity warned that millions of the world's children have no parents or family around them.

The Convention on the Rights of the Child (CRC), signed in 1989, guarantees children the right to life, to education, the right to play and to be protected from abuse. It has the widest international support of any human rights treaty – ratified by 197 countries, with only the US yet to give backing.

The UN says the achievements of the convention have been “remarkable” – 30% more children live beyond the age of five and more than 80% of children now attend primary school. Elizabeth Gibbons, deputy director of the UN children's agency UNICEF, said the impact of the convention on children's lives was clear.

“At any time across the world, in any city, in any media, you'll find a story about children's rights, that's the big change,” she said. “Yes, there are many problems not resolved, but now children matter, they matter to society, they matter to the media, and they matter to politicians.” But the UN says 24,000 children under the age of five still die every day from preventable disease and illness and that governments must not cut back on provision for children in times of financial hardship.

On the eve of the anniversary, British charity “Everychild” said increasing numbers of children were growing up with no parents or separated from their families. “Everychild” warned that other countries were in danger of following the same path by focusing on building orphanages rather than trying to keep families together.

(Adapted from: <https://en.trend.az/world/other/1584345.html>)

6. According to the statement of the United Nations Organization, the Convention on the Rights of the Child

- A helped all the children of developing countries
- B improved the attitude to the children
- C caused the growth of the number of children who face lives of poverty and abuse
- D helped millions of children to find a family

7. Which of the rights guaranteed by the Convention on the Rights of the Child (CRC) is NOT mentioned in the text?

- A Every child has the inherent right to life
- B The child has the right to engage in play to the age of the child
- C The child shall have the right to freedom of expression
- D No child shall be subjected to torture or other cruel, inhuman or degrading treatment

8. It can be inferred from the text that the US

- A** has already joined the convention
- B** has refused to support the convention
- C** at first supported the convention, but later refused to participate in it
- D** has not supported the convention yet

9. Elizabeth Gibbons, deputy director of the UN children's agency UNICEF, believes that

- A** the convention influenced children's lives significantly
- B** media don't pay attention to the rights of the children
- C** the majority of the problems have already been resolved
- D** society and politicians avoid thinking and speaking about children's rights

10. According to the article, the diseases and illnesses the children under the age of five die from

- A** can't be prevented
- B** can be stopped from occurring
- C** can be cured with only expensive pills
- D** are the feature of financial hardships

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

International Organizations

11. The Universal Postal Union (UPU), headquartered in Berne, Switzerland, coordinates postal policies between member nations, and hence the worldwide postal system. Each member country agrees to the same set of terms for conducting international postal duties.

12. The World Health Organization (WHO) acts as a coordinating authority on international public health. It deals with health, sanitation and diseases and sends medical teams to help combat epidemics. Established on 7 April 1948, the agency inherited the mandate and resources of its predecessor, the Health Organization, which had been an agency of the League of Nations. It was established in April 7, 1948 when 26 members of the United Nations ratified its Constitution. April 7 is celebrated as the World Health Day every year. The WHO is governed by 194 Member States through the World Health Assembly. Its headquarters is in Geneva, Switzerland.

13. The World Intellectual Property Organization (WIPO) is a specialized agency of the United Nations created in 1967 and headquartered in Geneva, Switzerland. Its purpose is to encourage creative activity and to promote the protection of intellectual property throughout the world. The organization administers several treaties concerning the protection of intellectual property rights.

14. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations established in 1946 with its headquarters in Paris, France. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, the human rights and fundamental freedoms proclaimed in the UN Charter.

15. The Food and Agriculture Organization (FAO) of the United Nations leads international efforts to defeat starvation. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO's mandate is to raise levels of nutrition, improve agricultural productivity, better the life of rural population and contribute to the growth of the world economy. FAO is the largest of UN agencies and its headquarters is in Rome, Italy.

16. International Monetary Fund (IMF) is part of the United Nations System and has a formal relationship agreement with the UN, but retains its independence. The IMF provides monetary cooperation and financial stability and acts as a forum for advice, negotiation and assistance on financial issues. It is headquartered in Washington, D. C., United States of America.

(Adapted from: https://en.wikipedia.org/wiki/List_of_intergovernmental_organizations)

Which of the organisations _____?

- A supports and protects the creators of intangible assets or assets that are not physical in nature
- B deals with trade issues
- C mentions the agreement between countries to coordinate services whereby messages are transmitted
- D has a forerunner, the agency of the former League of Nations
- E is an independent organization but maintains the links with the UN
- F among other purposes is to enhance wellbeing of the countryside population
- G assists global cooperation in a wide range of social activities
- H controls food supply to the developing countries

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The United Nations Organization

The United Nations Organization (UNO) or simply the United Nations (UN) is an international organization (17)_____ facilitating cooperation in international law, international security, economic development, social progress, human rights, (18)_____. The UN was founded in 1945 after World War II to replace the League of Nations, to stop wars between countries, and to provide a platform for dialogue. It contains multiple subsidiary organizations (19)_____.

The Charter of the United Nations is the foundational treaty of the UN. Some of the principles of (20)_____: the association principle, the hierarchy principle, the collective security principle, the regional principle, the mediation principle, the trusteeship principle, and the judicial principle.

Ukraine was among the UN's founders and has contributed much to giving birth to this world international organization. Today, Ukraine is active in reforming the UN. Our state stands for (21)_____ and supports an increased UN Security Council staff by introducing more permanent and non-permanent members while focusing on the adequate representation of the East European regional group within the UN. To be a part of the UN, the country either a member or not, should (22)_____, because, if one of the countries would try to begin hostilities between the UN members or other countries, the purpose of the UN would be marred.

(Adapted from:

[https://lawaspect.com/united-nations-organization-uno-paper/#:~:text=The%20United%20Nations%20Organization%20\(UNO\)%20or%20simply%20Un](https://lawaspect.com/united-nations-organization-uno-paper/#:~:text=The%20United%20Nations%20Organization%20(UNO)%20or%20simply%20Un)

- A the UN Charter are
- B to carry out its missions
- C whose stated aims are
- D making the Security Council's methods more transparent
- E be peace-loving
- F were legally bound to start
- G became an official objective of the EU
- H and achievement of world peace

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Modern Global Economy

Today's global economy (23)_____ more products and services than were previously imaginable. With modern technology and advanced shipping methodologies, we are able to import and export goods and services of all kinds to every corner of the globe. Naturally, the implications of international trade (24)_____ the execution of detailed international trade agreements. This is especially true in light of the complex, (25)_____ nature of most international trade agreements in place today. A common example of a multilateral trade agreement is the North American Free Trade Association (NAFTA) or the South Asia Free Trade Agreement (SAFTA). Nations within these regions (26)_____ into these agreements in order to place their domestic goods into the global markets and to take advantage of (27)_____ pricing for goods and services imported from abroad. In general, international trade law encompasses the appropriate rules and customs that (28)_____ be used when engaging in trade with foreign countries. As a result of the WTO (World Trade Organization) (29)_____ and popularity, many lawyers have dedicated their study and practice to international trade law. Today, international trade law consists of a body of international (30)_____, mainly comprised of international treaties and acts of international (31)_____ organizations. The traditional bodies of law and GATT still serve as the foundation for many laws governing international trade agreements today. A new area of international trade law that has been (32)_____ only recently involves the international trade of intellectual property.

(Adapted from:

<https://www.justia.com/international-trade/>)

23	A	sells	B	buys	C	offers	D	performs
24	A	require	B	prevent	C	ask	D	make
25	A	international	B	big-party	C	one-party	D	multi-party
26	A	apply	B	enter	C	ratify	D	execute
27	A	big	B	competitive	C	supportive	D	international
28	A	may	B	may not	C	must not	D	must
29	A	establishment	B	trading	C	working	D	agreement
30	A	government	B	legislation	C	authority	D	contracts
31	A	foreign	B	popular	C	intergovernmental	D	corporative
32	A	developed	B	devoted	C	depended	D	demonstrated

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

United Nations Human Rights Council

The Human Rights Council is an inter-governmental body within the United Nations system responsible for (33)_____ the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them. It has the ability (34)_____ all thematic human rights issues and situations that require its attention throughout the year. It meets at the UN Office at Geneva.

The Council (35)_____ up of 47 United Nations Member States which are elected by the UN General Assembly. The Human Rights Council (36)_____ the former United Nations Commission on Human Rights.

The Council (37)_____ by the United Nations General Assembly on 15 March 2006 by resolution 60/251. (38)_____ first session took place from 19 to 30 June 2006. One year later, the Council adopted its "Institution-building package" (39)_____ its work and set up its procedures and mechanisms. Among them there was the Universal Periodic Review mechanism which serves (40)_____ the human rights situations in all United Nations Member States, the Advisory Committee which serves as the (41)_____ "think tank" providing it with expertise and advice on thematic human rights issues and the Complaint Procedure which allows individuals and organizations to bring human rights violations to the attention of the Council.

The Human Rights Council also works with the UN Special Procedures established by the former Commission on Human Rights and now assumed by the Council. These are made up of special reporters, special representatives, independent experts and (42)_____ groups that monitor, examine, advise and publicly report on thematic issues or human rights situations in specific countries.

(Adapted from:

<http://www.ohchr.org/EN/HRBodies/HRC/Pages/AboutCouncil.aspx>)

33	A	strengthen	B	strengthened	C	strengthening	D	being strengthened
34	A	to discuss	B	discuss	C	to discussing	D	discussed
35	A	is making	B	is made	C	made	D	makes
36	A	replace	B	is replaced	C	had replaced	D	replaced
37	A	is created	B	was created	C	was creating	D	has been created
38	A	Its	B	Their	C	It's	D	There
39	A	guided	B	guides	C	guide	D	to guide
40	A	to assess	B	to have assessed	C	assessed	D	assess
41	A	Council's	B	Council	C	Councils	D	Councils'
42	A	worker	B	work	C	working	D	having worked

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

being	sanitation	respect	dignity	poverty
signed	prevent	Convention	committed	
keep	devastated	survive	survival	provides

1. Getting 12,000 people to _____ a petition in favour of allowing sixteen- and seventeen-year-olds to vote in elections would be considered a success by most people.
a. sign b. declare c. write d. protest

2. The students are _____ against cuts in British university education.
a. signing b. declaring c. writing d. protesting

3. Many people think that Madison will one day _____ for election.
a. stand b. vote c. sign d. protest

4. She has set up a blog, which is one of the ways that she _____ against the governor's policies.
a. signs b. campaigns c. votes d. stands

5. I wouldn't give money to _____ unless I thought it really made a difference.
a. election b. demonstration c. charity d. homelessness

6. Platforms like Facebook and Twitter are being used more and more to raise awareness of _____ and to campaign for good causes.
a. injustices b. elections c. conventions d. dignity

7. The money _____ by Comic Relief helps people living in difficult conditions in the UK and around the world.
a. risen b. raised c. collected d. gathered

8. It is _____ that over 50 million people would be worse off today if the charity had not been set up.
a. assessed b. valued c. appraised d. estimated

9. The number of _____ attending primary school in Africa might not have increased by 60 million if the charity didn't exist.
a. homeless b. adolescent c. children d. teenage

10. In the 1960s and 70s, there were many peaceful _____ against the Vietnam War.
a. demonstrations b. signatures c. votes d. demonstrators

11. Nearly 5 million students joined a national _____, which remains the biggest in American history.
a. election b. famine c. strike d. environment

12. There is no doubt that, because of the students' _____, thousands of Americans were made to reconsider their attitude to the Vietnam War.

- a. actors b. activities c. acts d. actions*

13. A local MP has been made to _____ after a radio interview during which he made racist and sexist remarks.

- a. sign b. resign c. protest d. stand*

14. Morgan decided to stand for _____ to the post of mayor of the city of Toronto, the biggest city in Canada.

- a. candidate b. election c. vote d. petition*

3. Choose the correct word.

1. In 2007 UNICEF sent theatre groups to take a vital message of disease **prevention** / **protection** to some of the 80,000 children who were left homeless after Zambezi River broke its banks.
2. The messages of the theatre groups were simple – wash hands, keep your food **prevented** / **protected**, go to the doctor – but necessary for saving lives.
3. Teams also showed films about health on huge video screens in different **communities** / **societies** and distributed leaflets and soap and water to families.
4. Most places have parking spaces reserved for people with **special** / **disabled** needs.
5. It was the fourth crime they had **committed** / **performed** in a year.
6. Those two men were **arrested** / **charged** with burglary.
7. Healthcare and **education** / **execution** are two basic needs of every child.
8. When Second Chance work with a homeless teenager, getting a full picture of the teenager's **feedback** / **background** is their first objective.
9. Parents who are no longer willing to accommodate their children are now the biggest single cause of **homelessness** / **homeless**.
10. Do you think the government has any chance of lowering the **employment** / **unemployment** rate?
11. I first got involved in **rising** / **raising** funds for charity five years ago.
12. Some residents argue that teenagers may be wrongly **accused** / **charged** of crimes.
13. Young offenders often have to do community **service** / **job** as a punishment for a crime.
14. Young children in primary schools in the UK are being taught about rules and how laws are made in democratic countries in order to develop their appreciation of how rules help to protect human **rights** / **laws** in their communities.

SELF-CHECK

<i>Global issues</i>	International Organisations
Ability	Council of Europe
Access	European Union (EU)
Accord	League of Nations
Active participation	North Atlantic Treaty Organization (NATO)
Administrative proceedings	Organization for Security and Co-operation in Europe (OSCE)
Arbitrary	Parliamentary Assembly of the Council of Europe (PACE)
Armed conflict	Security Council
Arrest	United Nations
Attack	United Nations Children's Fund (UNICEF)
Authority	
Charity	

Child exploitation/labour/rearing/trafficking	United Nations Education Scientific & Cultural Organization (UNESCO)
Citizens/citizenship	World Economic Forum
Civil unrest	World Health Organisation (WHO)
Civilization	World Trade Organization (WTO)
Collective interest/morality/security	
Complement	
Consent	
Consultation	
Convention	
Core	
Corruption	
Court	
Crimes	
Cultural values	
Customary	
Decision-making	
Degradation	
Deprivation	
Determination	
Development	
Dignity	
Disabled	
Discrimination	
Divorce	
Domination	
Education	
Election	
Elimination	
Equal to	
Equality	
Ethnic	
Exploitation	
Family planning	
Famine	
Forced Displacement/sex	
Freedom	
Globalization	
Guilty	
Harmful traditions/practices	
Headquarter	
Homeless	
Hostility	
Impartial	
Imprisonment	
Inalienable	
Individual	
Inferiority	
Inherent	
Injustice	
Innocent	
Inheritance	

Integrity Interdependent and indivisible Legislation Liberty Living conditions Major Medical services Moral needs/values Mortality rate Natural disaster/resources Nutrition Offensive Opportunity Peaceful Assembly/existence Physical abuse/needs Poverty Protection Psychological/mental abuse Punishment Rape Rehabilitation Resolution Respect for Restrictions Responsibility Sanitation Security Self-determination Self-reliance Sexual abuse Slavery Solidarity Source Superiority Survival Threatened Tolerance Toxic waste/Chemical waste Unemployment Unity Universal Victim Violence Waste disposal Work conditions	
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Verbs	Fixed phrases/collocations
Abolish	Convention on Human Rights
Abuse	Community service
Affect = have an effect on	Equal before the law
Assume	Evolving capacity
Campaign for/against	Freedom of choice
Create	Gender inequality
Curtail	Global warming
Deprive/be deprived of	Human being
Detain	Human Rights
Devastate	Humanitarian assistance
Emphasize	Harmonious development
Encourage	Improper financial gain
Entail	Individual development
Entitle	International law
Facilitate	International humanitarian law
Guarantee	Judicial proceedings
Prohibit sb from doing sth	Legal aid
Promote	Right to life
Protect from/against	To be accused of a crime
Protest/demonstrate against	To be charged with a crime
Provide with	To be/keep off the streets
Ratify	To commit a crime
Reflect	To go on a demonstration/ a march
Refrain	To hold a rally
Require	To hold up placards
Respect	To listen to speeches
Restrict	To raise money/funds
Sign	To shout slogans
Spelled out	To sign a petition
Strengthen	To stand for election

Module 12

Science & Technology

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

3D Printing: the Future of Food Production?

1. _____

3D printing is becoming more and more popular. We are now able to print things such as clothing, prosthetic limbs, musical instruments and prototype cars. People and businesses are able to create the things they need very quickly and easily using 3D printers. But can you imagine printing food?

2. _____

Some scientists are trying to revolutionise the dining experience by doing this. They hope that having a 3D printer in the kitchen will become as commonplace as the microwave or blender. Scientists say that they are easy to use: you simply have to select a recipe and put the raw food 'inks' into the printer. You can also modify the instructions to make the food exactly how you want it. This means that it would be very quick and easy to create tasty and nutritious meals.

3. _____

Using 3D printers to create your meals would also be saving the environment. There would be less need for traditional growing, transporting and packaging processes as food production would be a lot more efficient. For example, alternative ingredients such as proteins from algae, beetroot leaves and insects could be converted into tasty products!

4. _____

Printing food could also help people who suffer from dysphasia (a swallowing disorder). Elderly people also consider it difficult to chew and swallow. So, the pureed food can make it easier for them and to relieve pain. One of the ways it does this is through novel designs and textures. The technology employed enables to create foods that appear enticing to this category of people. They could program the printer to print softer versions of their favourite foods so that they would not have trouble swallowing them.

5. _____

However, some people think that a future of 3D-printed food would be a disaster. It could take away many jobs, including those for growing, transporting and packaging food. Imagine a world where there was no need for farming or growing crops and the same tastes and textures could be printed from a raw 'food ink'. Likewise, traditional cafés and restaurants might lose business. Also, there are concerns about the nutritional value of

printed food: is it really possible to get the nutrients we need from food-based inks and gels? What's more, cooking and eating together with family and friends has long been a traditional and enjoyable activity. It is hard to imagine a world where the pastime of cooking is dead and meals can be created at the touch of a button.

(Adapted from:

<https://learnenglishteens.britishcouncil.org/magazine/science-and-technology/3d-printing-future-food-production>)

- A 3D food printing makes everyday life easier.
- B Harmful consequences of printed food production to individuals and society.
- C Increasingly extensive use of 3D printing.
- D Traditional food production processes would be more efficient.
- E Environmentally friendly technology.
- F Production of 3D-printed food would have disastrous environmental effects.
- G New possibilities for the groups with special needs.
- H New food production technology would simplify cooking and save time.

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Video Games are Good for You!

For years video games have been criticized for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting

regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

(Adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/video-games-are-good-you>)

6. Only relatively recently people have started to realize _____.
 - A the harmful effect of video games
 - B the beneficial effect of video games
 - C how harmful video games are to gamers' physical condition and mental health
 - D how much video games affect the people that play them
7. What is TRUE according to the text?
 - A Women who play video games demonstrate better spatial reasoning.
 - B Women who play video games demonstrate faster reaction speeds.
 - C Women who play video games demonstrate reduced stress levels
 - D Women who play video games demonstrate better multitasking ability.
8. Video gamers' decision-making speed is significantly improved by _____.
 - A years of gaming experience
 - B long periods of game playing
 - C playing video games in short bursts
 - D playing certain types of video games
9. According to the text, the video game Tetris helps people to _____.
 - A improve their concentration
 - B overcome depression
 - C forget anxious experiences
 - D make decisions faster
10. From the text we can say that violent video games _____.
 - A have no negative effects on players
 - B only affect players' brains after extended hours of play
 - C may have positive and negative effects on the brain
 - D only affect players' brains in beneficial ways

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Robots: Friend or Foe?

What is the future of artificial intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen and will it be a good thing? We asked four experts what they think.

11. I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably

remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I suppose that AI will have a positive influence on our future lives.

12. I have to admit that the potential consequences of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

13. Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace.

14. AI is popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

15. I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

16. There was a time when functional robots were just figments of the imagination but that is not so. Today, technology has progressed to a point that people can enjoy the benefits of robotics in their everyday lives. From robot pets to robot vacuum cleaners and even robotic limbs these inventions are going to change the way people live for sure. This is very promising especially in the military field because pretty soon soldiers will no longer need to be sacrificed in the front lines.

(Adapted from:

<https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/robots-friend-or-foe>)

Which expert _____?

- A thinks that it is extremely interesting to observe how fast humans can change
- B is sure that AI will influence our future positively
- C warns about obvious hazards to human life
- D is sure that AI will be entirely independent in the next few decades
- E believes that robotics has a great perspective to save a lot of people's lives
- F says that scientists are studying how computers are learning
- G holds the opinion that benefits of AI prevail over the negative aspects
- H is scared of possible far-reaching effects for society

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Howard Robertson – the Man who Proved Einstein Wrong

In 1936, America's physics journal, the Physical Review, received an intriguing paper entitled "Do Gravitational Waves Exist?" from Albert Einstein and his colleague Nathan Rosen. In it they (17) _____, describing a universe with the symmetry of a cylinder and gravitational waves. Einstein and Rosen decided these waves were a fiction generated by mathematical procedures and were not physically real.

Rather than (18) _____, the Physical Review's editor John Tate sent it to an anonymous peer reviewer, who was Howard Robertson. Robertson read it carefully and reported back that the gravitational waves described in their paper were real physical waves, not mathematical quirks and asked the authors to think again. In Europe, Einstein was used to (19) _____ and sent the work to the Journal of the Franklin Institute with the new title "On Gravitational Waves".

Soon after this incident, Einstein's assistant bumped into Howard Robertson. The two began chatting about cosmology in general and about gravitational waves in particular and Robertson persuaded him that Einstein was wrong. Einstein now (20) _____ when sent to him by the Physical Review. Einstein contacted the Journal of the Franklin Institute urgently to (21) _____.

In the edited paper, Einstein acknowledged that he and Rosen had originally (22) _____ and thanked the man who had proved him wrong. Einstein never found out that Howard Robertson was the Physical Review's anonymous referee. On reflection, Einstein must have realized that the referee had given him good advice. However, he seems to have never forgiven the Physical Review, and he never submitted another paper to it.

(Adapted from: <https://www.famousscientists.org/man-who-proved-einstein-wrong/>)

- A interpreted their results incorrectly
- B having his papers published without question
- C gave a fair hearing to the very arguments he had rejected
- D announced their discovery of a fascinating new solution to Einstein's equations
- E prefer to publish the paper elsewhere
- F correct the mistakes
- G show his manuscripts to anonymous experts before they are printed
- H publish the paper

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Your Digital Footprint

Every time you go online, every time you do anything on the Internet you leave a (23) _____. Your digital footprint is just like a real footprint. It (24) _____ where you've been, how long you stayed, and what you've been doing there.

Be (25) _____ of your digital footprint because all kinds of people are interested in getting your personal information. It's now quite (26) _____ for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters.

Here are some top tips to take care of your digital footprint:

1. Don't forget to (27) _____ when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!

2. Don't tell anyone your (28) _____, make them more complex by using a combination of letters, numbers and punctuation marks.

3. If you (29) _____ anything online that makes you upset, anxious or concerned, there are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.

4. Remember your favourite websites by using the history button and the (30) _____ function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

Protect your identity online and be careful about who you (31) _____ personal information with. If you (32) _____ comments online, invent a nickname or use a picture instead of a real photo.

(Adapted from:

<https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/your-digital-footprint>)

23	A	trail	B	trait	C	track	D	bookmark
24	A	remembers	B	points to	C	reveals	D	proves
25	A	careful	B	aware	C	attentive	D	warned
26	A	general	B	widespread	C	common	D	shared
27	A	log on	B	log in	C	log off	D	log
28	A	paroles	B	keywords	C	codes	D	passwords
29	A	come along	B	come about	C	come across	D	come around
30	A	mark	B	bookmark	C	memory	D	booking
31	A	distribute	B	divide	C	share	D	spread
32	A	send	B	download	C	upload	D	post

Task 6

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Oldest Stone Tools

The (33) _____ oldest stone tools have been discovered by researchers working on the shores of Lake Turkana in Kenya. They are more than 700,000 years older than any stone tools found before. Scientists think these could have been used for cutting. It means that species which lived even before the earliest humans from the *Homo* group (34) _____ more intelligent than scientists previously thought.

After dating the volcanic ash and minerals around the tools, experts have estimated that the tools are three (35) _____ years old. Until this discovery, the oldest examples of this technology were the tools from Tanzania. «It's really quite (36) _____ to think what separates the previous oldest site and this site is 700,000 years of time. It's monumental,» said Dr Nick Taylor, from the National Centre of Scientific Research (CNRS)

in France and the University of Leiden in (37) _____ Netherlands. Dr Ignacio de la Torre, from University College London's Institute of Archaeology, described this as «a game-changing» find. «It's the most important discovery of the last 50 years,» he told BBC News.

(Adapted from: <http://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-6/session-3>)

33	A	worlds'	B	worlds's	C	world's	D	worlds
34	A	may be	B	can have been	C	could be	D	may have been
35	A	millions	B	millions of	C	million of	D	million
36	A	astonished	B	astonishing	C	astonishment	D	astonish
37	A	the	B	a	C	no article	D	an

A Life-Changing Invention

When (38) _____ Richard O'Shea from County Cork, Ireland, won top prize at the BT Young Scientist & Technology Exhibition 2019, he couldn't contain his excitement. Richard had designed a stove that hot using no more than scraps of wood and that produced almost (39) _____ smoke. As Richard explained to the judges: "Every day more than two billion people in the world have to cook their food on stoves that use wood (40) _____ fuel. And every year, (41) _____ people in developing countries die from smoke inhalation from cooking on these stoves in poorly ventilated homes.

Richard now wants to get his stove to developing countries as quickly as possible. He is currently working with charities to make this (42) _____. Asked if he ever considered commercialising his design, Richard said: "I just want to get the stove into the hands of the people who need it". Richard's selflessness and enthusiasm make him a true role model for the youth of today!

(Adapted from:

Evans V., Dooley J. Exam Booster. Preparation for B2+ Level Exams.

Student's Book. Express Publishing. p.124)

38	A	18-years-old	B	18 years of old	C	18-year-old	D	18 th years old
39	A	none	B	no	C	neither	D	not
40	A	as	B	like	C	alike	D	such
41	A	thousand	B	thousands of	C	thousand of	D	thousands
42	A	happen	B	to happen	C	to be happened	D	happened

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

survey	patent	invention	discovery	studying
predict	technology	confirm	breakthrough	research
engineering	exploration	design	developed	

1. Scientists have made a major _____ in the treatment of cancer.
2. Detection of gravitation waves is considered as the greatest _____ of the 21st century.
3. They are going to _____ a new computer program that will help with the task.
4. Scientists have been carrying out _____ to find a cure for the disease.

5. After years of _____, Freud developed a theory of the mind which has changed for ever the way we view ourselves.
6. The _____ of space began with the launch of the satellite "Sputnik 1".
7. Until this discovery, the oldest examples of this _____ were the tools from Tanzania, which date from about 2.6 million years ago.
8. The data are derived principally from the national _____ conducted by the American Health Care Association.
9. Some scientists _____ that the Earth's temperature will rise by as much as 5 degrees over the next 20 years.
10. The drugs are protected by _____.
11. Einstein _____ the theory of reality, which replaced Newton's theories of gravity.
12. A lot of today's modern machines make use of Leonardo da Vinci's ball bearing. This _____ reduces the friction between two different moving surfaces and helps make machines more efficient.
13. Further studies are needed to _____ this hypothesis.
14. Electrical _____ at Massachusetts Institute of Technology is a very broad program that starts with basic circuit theory and moves into systems, physics of electronic devices, and quantum mechanics.

2. Choose the best word which completes each of these sentences.

1. For astronauts on long missions into space, boredom can be a real problem. In order to help the astronauts, scientists and doctors need to _____ what this feels like.
a. found b. find out c. find d. find over
2. It seems entirely _____ that there are teams of scientists around the world, attempting to discover the way the world works.
a. organic b. real c. physical d. natural
3. When you want to _____ a photograph, simply make a frame around the image with your hand and click your fingers.
a. take b. make c. do d. get
4. The distance from the Earth to the Sun is, _____ average, about 149 million kilometres.
a. at b. by c. in d. on
5. Do you know who _____ the planet Mars.
a. discovered b. invented c. opened d. created
6. He emailed me to _____ me on his news.
a. update b. upgrade c. uphold d. upload
7. It is a very useful site to _____ since it contains dozens of links to the best virus information on the Web.
a. browse b. bookmark c. book d. preserve
8. Parachutes increase a falling body's resistance allowing for safe landing and, since Da Vinci was also interested in human flight, he came _____ with a great idea of the parachute.
a. off b. out c. up d. on
9. There is a load of video games that can be _____ free from the Internet.
a. upgraded b. downloaded c. attached d. purchased
10. After dating the volcanic ash and minerals around, experts have _____ that the tools are 3.3 million years old.
a. assessed b. evaluated c. calculated d. estimated
11. We have done some _____ to test the theory.
a. exams b. experiments c. clues d. measures

12. Computer Science majors concentrate on how to make computers faster, more _____, and more intelligent.

- a. *qualified* b. *sufficient* c. *essential* d. *efficient*

13. Many lives were saved _____ the introduction of antibiotics.

- a. *as* b. *with* c. *up* d. *at*

14. As a result of the information gathered, it may be possible to create special _____ for crews on future missions.

- a. *software* b. *discovery* c. *hardware* d. *bug*

3. Choose the correct word.

1. These days, scientists and developers are coming up with truly stunning **artificial** / **false** intelligence that can learn and think.
2. There was a problem with the **engine** / **motor**, so we took the car to the garage.
3. Lasers, nanobots, bionic eyes and other **modern** / **recent** medical technologies are extending and improving the lives of humans.
4. As part of the research programme, six volunteers will be locked away for 520 days to see what effect this has **on** / **over** their mind and body.
5. The theory is based on a detailed **supervision** / **observation** of many patients.
6. This **award** / **reward** recognizes unique achievements in the various fields of science including biophysics, biochemistry, environmental sciences, medicine, history and cognitive science.
7. Click **on** / **to** that flashing green icon.
8. She **succeeded** / **managed** in installing the software on her computer.
9. This small wearable device contains a projector, a camera and wireless technology to connect you **with** / **to** the Web.
10. You **can't** use the lift. It's out of **order** / **work**.
11. The **cause** / **reason** of the epidemic is still unknown.
12. That piece of equipment broke **out** / **down** over a week ago.
13. We plan to carry **out** / **on** the experiment tomorrow.
14. Medical science has not yet found a satisfactory **way** / **method** of treating the new coronavirus from China.

SELF-CHECK

<i>Science & Technology</i>	<i>Technology in our lives</i>
Topic vocabulary in contrast	
accomplish / achieve / fulfil	aerial
aim / objective / focus	appliance
artificial / false	button
attempt / try / test	cable
award / reward	charge (a battery) / charger
consider / think about	connect / connection
design / develop / create / work on	consumer electronics
electric / electrical / electronic	contact list
engine / machine / motor	digital
estimate / calculate	electricity
expect / intend	electronic
fact / truth	engine
	gadget

<p> industry / factory invent / discover / find out investigate / research / look into manage / achieve / succeed modern / new natural / physical observe / watch / look at occur / happen / take place plug / switch progress / advance / development reason / cause repair / fix / mend research / experiment solve / find a solution sure / certain true / accurate update / upgrade way / method wonder / think / reckon </p>	<p> gain (a reputation) get a prize handset hands-free headphones / headset lens (singular) machine manual missed call motor plug ringtone socket strap succeed switch off / switch on technology technophobe / technophobia test tube touchscreen (also touch screen) transform triumph upgrade wire </p>
<p> <i>Computers and the Internet</i> (games) console application (software) attach back-up bookmark broadband browse bug click close crash data database delete digital domain download edit firewall floppy disk folder font format freeze graphic(s) IT (information technology) hack hacker </p>	<p> <i>Science and scientists</i> analysis area of research branch of science breakthrough chemist / chemistry computer science conclusion confirm determine develop / development discover estimate evidence evolution finding formula (pl. formulae) geneticist / genetics hypothesis invent investigate journal link observation / observe patent (an invention) physicist / physics political science predict / prediction </p>

<p>hard disk / hardware icon input install key / keyboard laptop (also notebook) link (also hyperlink) logo message board network numeric offline / online operating system output paste portable programming / programming tool RAM (Random Access Memory) replace ROM (Read-Only Memory) run (a program) save search setup shared drive skip software / system software spam surf thread</p> <p>Fixed expressions (as) a matter of (fact) (as) a result of sth/doing (in) an attempt (to do) all in all at last be/get carried away by chance face the facts go off as planned in conclusion in fact in my opinion in the beginning/at the beginning (of sth) keep a record of keep in touch on average on average out of order</p>	<p>provide (evidence) psychologist / psychology publish (findings) record reject research / research institute / research project / researcher resource result science / social sciences sociologist / sociology specialization / specialdelete digital domain download edit ise statistical data / statistics study survey telescope theory uncover (evidence) space exploration alien astronaut comet countdown extraterrestrial launch meteor meteorite orbit outer space rocket satellite shooting star space / space shuttle / space station / space travel / spacecraft / spaceship / spacesuit the universe UFO (unidentified flying object) voyage</p> <p>Idioms all mod cons = all modern conveniences (machined and equipment in your house) blow a fuse = get angry change your tune = change your opinion or attitude go dead (informal) = to stop working especially because of not having electricity (of a machine or device) know sth inside out = be very familiar with</p>
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Word formation

adjust – readjust – adjustment – adjustable
 adopt – adaptation – adaptor – adaptable
 build – building – builder
 calculate – calculation – calculator
 concentrate – concentration
 conclude – conclusion
 create – creation – creator
 design – design – designer
 develop – development – developer
 discover – discovery – discoverer
 electric – electrify – electrician – electricity –
 electrified – electrical(ly)
 engineer – engine, engineering – engineer
 estimate – estimation
 evolve – evolution – evolutionary
 expect – expectation
 explore – exploration – explorer
 identical – identically
 identify – identification
 instruct – instruction – instructor
 intend – intention
 invent – invention – inventor
 investigate – investigation
 long – length
 manage – management, manager
 measure – measurement
 method – methodology
 observe – observation – observer
 occur – occurrence
 process – processor – processing
 produce – product, production – producer
 program – program – programmer
 progress – progression
 research – research – researcher
 safe – safety – safely
 science – scientific – scientist
 secure – security – securely
 specialise – specialisation – specialist
 supervise – supervision – supervisor
 technical – technician – technically – technicality
 technology – technological – techie – technologist –
 technologically
 truth – truthfully

Phrasal verbs

back up = make a copy of information on a computer
 break down = stop working (for a machine)
 carry away = arouse to a high degree of emotion or
 enthusiasm
 carry out = perform
 catch up (with) = to improve and reach the same

make sth tick = make sth work
 out of order = not working properly
 pull the plug = give up/stop doing sth
 reinvent the wheel = waste time and effort trying to
 do sth that someone else has already done well
 stick to your guns – refuse to change what you are
 saying or doing despite the opposition or criticism
 surf (the Internet / the net / the web / the World Wide
 Web) = spend time following links from one web
 page to another (for pleasure)
 the tools of the trade = the skills and equipment that
 you need in order to do your job

Word patterns

a cause of
 a reason for
 a tool for (doing)
 a tool of
 a type of
 an introduction to
 be on the Internet
 be online
 be reluctant to
 carry out / conduct / do / perform an experiment
 carry out / do / conduct / undertake research (on /
 into sth)
 cause sth
 change the subject
 chemical / mathematical / scientific formula
 click (on sth)
 click on / follow a link
 come to / reach the conclusion (that)
 concentrate on
 conclude with
 connect sth to / with
 computer / communications / electronic technology
 consider sth / doing
 different from / to
 disconnect sth from
 discuss sth / doing (with sb)
 do / perform / carry out an experiment (on sth)
 experiment with sth
 explain sth to sb
 find / prove / establish a link between
 focus on
 get / come to know
 have / gain / provide access to
 have a try / go at
 have many uses
 in orbit
 in use
 intend to do/doing

<p> standard as others come across = find sth by chance come off = succeed come on = develop or make progress come up with = think of (e.g. idea, plan) cut off = stop the supply of sth do up = repair, paint or improve an old building, car, boat, etc. find out (sth) = learn / discover by study, observation, or search get up to date = have the current information on give off = produce sth (e.g. heat, smell) go off = stop working (for a machine or piece of equipment) key in = put information into a computer or other electronic machine using keys or a keyboard look at = consider or give serious and careful thought to look for = search for look forward to sth / doing sth = anticipate with pleasure/believe in the future occurrence of sth make into = change sb / sth so that they become something else make up = invent (e.g. explanation) mix up = put things together without any order narrow down = reduce the number of possibilities plug in = connect to a power supply set (sth) up = prepare the equipment so as it is ready to be used take apart = separate an object into pieces test out = try using sth to find out whether it works correctly turn down = turn the switch on a machine to reduce the height or intensity of sth turn into = (make sb/sth) change or develop into something different turn off = stop a machine/light, etc. working turn on = start a machine/light, etc. working turn out = happen in a particular way, especially unexpected; prove to be in the result or end use up = use all of a supply of sth work on = dedicate time to perfect sth work out = find a solution, resolve </p>	<p> internet access keep (sth) up to date know-how link sth/sb to/with link to make / undergo a change make a discovery make an attempt (at sth/doing) manage to do of (no) use on the Web press a button result in/from sth/doing scientific theory/formula specialise (in sth) succeed in surf the Web take a photo (of sth/sb) tool box tool kit use sth as use sth for (doing) use sth to do win the Nobel Prize in ... wonder about sth/doing wonder if/whether/why work on/at sth </p>
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Module 13

Education

Part 1 Test 1

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Different Types of Schools and Education Systems

1. _____

Boarding school students quickly learn how to perform many domestic chores and complete school assignments by themselves. They become experts at managing their time, money and resources. They can focus better on their studies because television, video games, phones and other distractors are limited. These young scholars usually perform better academically because they live in an environment that is conducive to learning. Boarding school students live and attend classes with people from a variety of cultures; therefore, they learn to appreciate and respect the differences in one another and live amicably.

2. _____

Charter schools have the flexibility to teach students what they might need in the real world, especially those who are in high school. Charter schools can specifically look at trends and offer more targeted coursework on topics such as science, computer engineering or environmental studies that wouldn't be offered at a traditional school. Other more holistic approaches to learning can be implemented as well, such as taking care of the environment and health-based curriculum to foster a child's whole self and not just traditional types of learning.

3. _____

Virtual Schools removed the limitation of time and location, a common challenge in a traditional classroom. With uplift of these limitations, learners have the freedom to study and finish the coursework anytime, anywhere. Learners also have the freedom to engage with other on classroom topics, do the assignment, absorb class content, or take exams at a time or duration that best fits their schedule. Another virtual classroom advantage that many students find to be very interesting is the sharpening of one's digital skills. While increasing your skills and knowledge in your area of study, you are the same time sharpening your digital skills on some of the most sophisticated online learning solutions.

4. _____

The unique quality of a *magnet school* is that they usually have a special curricular focus. Magnet schools give students the chance to attend schools that focus on themes or career areas of special interest to the student. Common themes include STEM (Science, Technology, Engineering, and Math), the arts, and vocational or

career paths. Each magnet school offers a unique and challenging curriculum as well as the supports that students need to expand their interests, talents and passions. Magnet schools emphasize an area of study or a method of teaching.

5. _____

Montessori schools' approach to the education is unique in that it is based on the observation of the child and following his or her abilities and interests. The method is based on the freedom of the child to explore and learn, mostly, through self-direction. The Montessori philosophy recognizes that each child learns in a different way, so every learning style is accommodated. Students proceed through the curriculum in their own time when they are ready. All this learning occurs under the guidance of the teacher who develops an individualized learning plan for every student.

- A Innovative curriculum
- B Studying and living at school
- C Specialized education
- D Homeschooling
- E Individual approach
- F Distant online education
- G Faith schools
- H Language immersion schools

Task 2.

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

E. R. A. S. M. U.S.

Today, many teenagers can't wait for the opportunity to pack their bags and head off on an adventure to a foreign country. Fortunately, a highly successful European education and training programme launched in 1987 has so far enabled over two million university students to spend time studying and working abroad. The scheme is named after the Dutch philosopher Desiderius Erasmus of Rotterdam (1466-1536), who travelled and studied in various European cities including Paris and Cambridge. Called 'Erasmus', it is the EU's flagship education programme. Erasmus is both an appropriate and clever name as the letters stand for European Region Action Scheme for the Mobility of University Students.

Its principal aim is to foster understanding and innovation across the continent through student and staff exchange programmes. It not only encourages students to travel abroad and supports them while they are there but it also promotes and funds co-operation between universities and their staff across Europe. Erasmus is one of the most successful programmes ever put in place by the European Community. The vast majority of universities from all the European countries take part in the programme. In all, more than 4,000 third level institutions in 33 countries participate. Current figures show that over 200,000 students and 25,000 staff members make the move each year and this number is constantly growing.

Students who decide to sign up for the scheme either study at a university abroad or do an internship in a foreign company for three months to a year; this time spent away from home is recognised and validated by their own university, provided that certain agreed terms are respected. An important aspect of the programme is that students do not have to pay any fees to the foreign university and there are also a number of grants available for the less financially privileged scholars. Some participants can also benefit from low rent or even free accommodation.

For many young students, the Erasmus experience is their first time living abroad and for some it's their first time away from home. It is undoubtedly an important period in their lives and can have a determining effect on their future. More specifically, it can be especially helpful when you want to get a job. In fact, studies show that time spent abroad not only enriches students' language skills and academic careers but also their intercultural skills, their self-confidence and their self-reliance. Therefore, having an Erasmus exchange on your CV increases a student's chances of employment in the future. What's more, students who have spent time abroad seem to be more open about their future options and more prepared to embrace other cultures. Some respected academics have even suggested that former Erasmus students will be the backbone of a future pan-European identity.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. P.28)

6. The name ERASMUS is a tribute to _____.
 A the Dutch philosopher Desiderius Erasmus of Rotterdam
 B European Region Action Scheme for the Mobility of University Students
 C the EU's flagship education programme
 D an appropriate and clever name
7. What is the main purpose of the Erasmus programme?
 A To promote students' travelling abroad
 B To finance education in European universities
 C To promote and fund co-operation across the continent
 D To encourage understanding and innovation through exchange programmes
8. Who can take part in this programme?
 A Students from any university in the world
 B Students and staff from a European university
 C Students and teachers from any university
 D Staff members of the third level institutions
9. What is NOT provided for by the programme?
 A An education at a university abroad
 B Traineeship in a foreign company for a certain period of time
 C Recognition and confirmation of education by the alma mater
 D Provision of a job in the future
10. What financial help does NOT exist for poorer students?
 A Reduced tuition fees
 B Low rent prices
 C Available grants
 D Free room

Task 3

Read the text below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Top 6 Universities in the World 2020

The *Times Higher Education World University Rankings 2020*, released on 11 September 2019, has revealed the world's top universities.

11. The University of Oxford is one of the oldest and the most prestigious university in the UK and one of the best known in the world. There are more than 20,000 students at Oxford, with an almost equal number of undergraduates and postgraduates. About 95 per cent of Oxford graduates are either employed or in postgraduate study within six months of completing their studies. The university employs staff from just under 100 different countries and foreign citizens make up about 40 per cent of the student and academic body.

12. One of the most striking features of California Institute of Technology is its unusually small size; only around 1,000 undergraduates and 1,250 postgraduates are enrolled there. Caltech aims to foster an interdisciplinary environment in which students learn about and tackle the most challenging and fundamental scientific or technological problems. Among the unusual features of the university are the customary cookie break taken every Thursday by physicists and their students, and the university's status as a distributor of olive oil.

13. The University of Cambridge operates a collegiate system, much like the University of Oxford. Almost all of the 18,000 students belong to a college or hall, where they have the option to live, study and sleep on site. There are 31 colleges and 150 academic departments at Cambridge. Every college has unique traditions and all students matriculate in a formal ceremony when arriving at the university. Many famous politicians, cultural figures and scientists spent time in Cambridge, including Isaac Newton and the founder of another of the most prestigious and well-known universities in the whole world.

14. Stanford University has generated many start-ups and entrepreneurs and was partly responsible for the development of the surrounding Silicon Valley. Many students go on to achieve great things; 17 Nobel laureates are affiliated with Stanford. The large campus is home to 97 percent of undergraduates and nearly 700 university buildings, alongside museums, gardens and recreational centres. There are just under 7,000 undergraduates and 9,000 graduates at the university, with a 7:1 student-to-staff ratio. Research at Stanford has a \$1.22 billion budget and more than 5,000 of the projects are externally funded.

15. The Massachusetts Institute of Technology was founded in the mid-19th century and has always endeavoured to provide financial aid to students on a needs basis. The first female student, Ellen Swallow Richards, was admitted to the chemistry department in 1871. Just two years later, the first international student – from Canada – graduated from MIT. Admission to the university is extremely selective; only 8 percent of applicants won a place in the graduating class of 2019. Graduates are employed by top companies, including Google, Amazon and Apple.

16. Princeton University is one of the world's foremost research universities with connections to more than 40 Nobel laureates, 17 winners of the National Medal of Science and five recipients of the National Humanities Medal. Princeton has also educated two US presidents, James Madison and Woodrow Wilson, who was also the university's president prior to entering the White House. Other distinguished graduates include Michelle Obama, actors Jimmy Stewart and Brooke Shields, Amazon founder Jeff Bezos and Apollo astronaut Pete Conrad.

(Adapted from: <https://www.timeshighereducation.com/student/best-universities/best-universities-world>)

Which university _____?

- A did the founder of Harvard University study at
- B pays great attention to the development of science
- C is known for its notable alumni
- D has a tradition of weekly informal communication between undergraduates and their lecturers
- E mascot is a beaver, "nature's engineer"
- F is also home to the largest academic library in the world
- G enrollment is highly competitive
- H is extremely popular among international students

Task 4

Read the text below. Match choices (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

What Is the Difference between Scholarship and Grants?

People often wonder about the difference between scholarships and grants. Both are student financial aid that (17) _____ associated with higher education such as tuition, room, board, and textbooks. Though people sometimes confuse the terms or use them interchangeably, each has their (18) _____.

Scholarships are usually merit based. This means that they are given to prospective recipients based on desired qualities such as athletic ability, academic achievement or (19) _____. They require an application outlining why an applicant feels he or she is deserving the award. Grants often take financial need into account in determining one's merit for receiving funding aid. Both grants and scholarships usually have some sort of requirements in order to continue to receive funding, such as maintaining a certain *Grade Point Average* (GPA).

Scholarships are awarded by (20) _____. These can include businesses, religious groups, individuals, community organizations, college departments or alumni. Grants are different in that they usually come from state or federal financial aid that is given to the college or university itself.

As long as they have applied to or are enrolled in an accredited college, university or other institution of higher education, students can usually be eligible for both grants and scholarships. In order to receive federal or state grants, applicants (21) _____. Scholarships usually go to undergraduate students. Once the graduate level is reached, private financial aid comes in the form of what is known as fellowships. These fund advanced studies and research. Grants, however, can be awarded to those pursuing either undergraduate or graduate degrees.

As you can see, there are numerous differences in grants versus scholarships. One similarity (22) _____ is that they don't need to be repaid, unlike college loans. There are a variety of scholarships and grants to be had, and most students are eligible for at least partial aid in some form.

(Adapted from: <https://www.bestvalueschools.com/faq/what-is-the-difference-between-scholarships-and-grants/>)

- A must be U. S. citizens
- B own eligibility requirements and guidelines
- C take a look at the various characteristics
- D helps to pay for the necessities
- E a number of funding sources
- F involvement in a certain extra-curricular activity
- G ambitions and preferences
- H grants and scholarships have

Частина «Використання мови» Use of English

Task 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Desperate to Go to School

Truancy has become a serious problem in many schools in recent years. In an attempt to tackle this problem one school introduced a new scheme to (23) _____ students to attend as many classes as

possible. Pupils who (24) _____ a 100% attendance record throughout the whole academic year were (25) _____ with an all-inclusive weekend school trip to an activity centre where they would be able to have a go at (26) _____ activities such as climbing, abseiling and white water rafting.

One student was so (27) _____ to qualify for this free weekend away that he even went to school with a broken wrist. He hurt his wrist when he fell off his bike on the way to school but he was so worried about (28) _____ his 100% attendance that he didn't (29) _____ his teachers or parents until the school day had finished. He (30) _____ admitted to his mother what had happened when she (31) _____ that he was having difficulty eating his dinner and asked him what was wrong. She took him to hospital that night, where they put his arm in plaster and he was able to go back to school the next day.

Fortunately, he was fully (32) _____ from his accident in time to go on the trip.

(Adapted from: Karen Dyer Dave Harwood "Practice Tests with key.
Eight Complete Practice Tests for the Cambridge ESOL First Certificate in English")

23	A	suggest	B	enforce	C	encourage	D	make
24	A	succeeded	B	earned	C	achieved	D	realized
25	A	rewarded	B	given	C	won	D	compensated
26	A	outside	B	outdoor	C	internal	D	external
27	A	interested	B	happy	C	excited	D	keen
28	A	filling	B	maintaining	C	guarding	D	succeeding
29	A	tell	B	say	C	admit	D	explain
30	A	lastly	B	actually	C	fortunately	D	eventually
31	A	knew	B	was aware	C	looked	D	noticed
32	A	recovered	B	improved	C	repaired	D	fixed

Task 6

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Maria Montessori

Maria Montessori was an Italian educator (33) _____ has left her mark on education today. Her "Montessori method" of education is (34) _____ used all round the world. Many educationalists say it is the best system for child tuition. Montessori was also a doctor, philosopher and philanthropist. She (35) _____ for the Nobel Peace Prize three times for her work.

Montessori was the first woman to graduate from the University of Rome Medical School. She trained (36) _____ a psychiatrist and was interested in educating the "mentally retarded" and (37) _____ with learning difficulties. She had great success when her class of "problematic" (38) _____ had above-average scores in state reading and writing tests. This was described as "the first Montessori miracle".

Hearing about Maria's achievements, Rome's government asked her to start her own (39) _____ school. In 1907, the Casa dei Bambini opened in a poor neighbourhood of Rome. Montessori experimented with a philosophy she called "spontaneous self-development", which meant letting children (40) _____ and learn at their own pace. Her methods once again met with great success. More schools opened and she gained worldwide fame.

Montessori was exiled from Italy because she refused to allow her schools to turn children into soldiers. She lived in Spain (41) _____ the Spanish Civil War broke out in 1936. In 1939 she moved to India and spent ten years (42) _____ on training courses, which are still seen as innovative today. She travelled around the world lecturing until her death in 1952.

(Adapted from: https://famouspeoplelessons.com/m/maria_montessori.html)

33	A	who	B	what	C	whom	D	which
34	A	wide	B	wider	C	widely	D	widen
35	A	will be nominated	B	is nominated	C	have been nominated	D	was nominated
36	A	as	B	like	C	that	D	such
37	A	another	B	others	C	other	D	the other
38	A	8-year-olds	B	8-years-old	C	8-year-old	D	8-year's-old
39	A	children'	B	childrens'	C	childrens's	D	children's
40	A	developing	B	to develop	C	develop	D	developed
41	A	before	B	until	C	unless	D	by
42	A	work	B	working	C	worked	D	to work

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

timetable tuition fee assessment cheating compulsory
 assignments grade point average certificate to hand out to attract
 postgraduate extra-curriculum activities bursary cramming

- British universities can charge _____ of up to £9,000 per year.
- I've just been given my _____. I can't believe I've got a double Law period on Friday afternoon!
- A _____ is a student who has successfully completed a degree level course at a college or university and is undertaking further study at a more advanced level.
- It is your responsibility to make sensible choices of options within your programme, as well as to plan _____.
- Some schools, colleges and universities have continuous _____ with marks or grades for essays and projects during the term.
- You can apply for a training _____ to cover the cost of attending the course.
- Anyone caught _____ will be immediately disqualified from the exam.
- She's _____ for her history exam.
- The deputies proposed making secondary education _____ up to the age of 18.
- Students have a lot of reading _____ to complete before the end of term.
- To attend the school, students must complete an application process which includes a _____ and compliance with the school attendance requirements.
- I was so proud when my exam _____ finally arrived in the post.
- The teacher asked her _____ the worksheets.
- You should raise your hand if you want to _____ the teacher's attention.

2. Choose the best word, which completes each of these sentences.

- If you want to attend a course, you should study the college _____ for full particulars of enrolment.
a. programme b. prospects c. prospectus d. syllabus
- I would prefer to go to university and get a _____ in astronomy, rather than start work.
a. degree b. certificate c. result d. grade
- The preparatory certificate is the minimum _____ required to teach English in most language schools.
a. qualified b. quality c. qualification d. quantity
- I still have a lot _____ to improve my English.
a. learning b. to learn c. for learning d. of learning
- We'll be _____ our degrees at a graduation ceremony.
a. awarded b. appointed c. assigned d. assumed
- Mr.Higgins is one of the best _____ teachers.
a. understood b. recognised c. popular d. liked

7. The lecture will be _____ in the auditorium.
a. held b. made c. kept d. done
8. There's no _____ that studying abroad is a valuable experience.
a. argument b. problem c. doubt d. fear
9. He decided to get an MA in Finance for the _____ of his career.
a. gain b. favour c. benefit d. profit
10. She _____ Edinburgh University last year.
a. left b. graduated from c. passed d. finished
11. I'm _____ for my history test tomorrow.
a. reminding b. revising c. remembering d. repeating
12. He is _____ medicine because he wants to become a doctor.
a. studying b. learning c. examining d. teaching
13. Stella's just completed her Bachelor of Arts degree with _____ and is thinking about doing a Master's.
a. honesty b. homage c. horror d. honours
14. The survey showed that 80% of adults who did not go on to _____ education wish they had.
a. advanced b. high c. higher d. upper

3. Choose the correct word.

1. I made a few mistakes in the exam and I don't think I **passed** / **took** it.
2. It's not always easy to **count** / **measure** how intelligent someone is.
3. Did you know that our French teacher can **speak** / **talk** four languages?
4. My **qualifications** / **qualities** include a degree and an MA in chemistry.
5. Our lecturer had had her hair cut and I didn't **know** / **recognize** her at first.
6. In design and technology, we were given the **activity** / **task** of designing a stadium.
7. You'll find plenty of books on the **subject** / **lesson** on business studies in the library.
8. You have to **read** / **study** hard in order to do well at university.
9. Look at what we did in today's lesson and we'll have a short **exam** / **test** tomorrow morning.
10. Our teacher asked us to choose one of our **colleagues** / **classmates** to be our partner for the next exercise.
11. Sam was told that a full sports **scholarship** / **grant** would cover all his university and living expenses.
12. If you don't study, how do you expect to **keep out** / **keep up** with the class?
13. You'll **fall over** / **fall behind** with your work if you take any more days off university.
14. After being off university for a month, she had to do extra work to **catch up** / **catch out** with her groupmates.

SELF-CHECK

Education	Word patterns
Vocabulary	be able (infinitive)
achieve/get good grades	be capable of
be excluded/be expelled (from school)	be happy with/about
colleague/classmate	be interested in
compulsory/optional	be similar to
curriculum/extra-curriculum activity	be suitable for
degree/certificate/qualification/result/	boast of/about
grade/mark	complain about
get/obtain a certificate/a degree/a diploma	congratulate sb on sth
graduate (from a university)/leave school	consist of
essay/writing	fail to do
handle/cope with/deal with	hope to do
holidays/vacation (AE)	learn about sth

<p>hope/wish/expect know/recognize lesson/subject objective/focus/goal pass/fail/take/have/do (an exam) primary/secondary/high revise/review/go over/cram speak/talk/discuss/chat/lecture/ teach/educate/learn test/exam task/activity timetable/schedule (AE) understand/take in/get</p>	<p>revise/study for settle for/on sth similar to sth/sb study sth succeed in sth suitable for sth teach to sb/about sth talk/speak to sb/about sth</p>
<p>Phrasal verbs be into – like catch on – understand come (a)round (to) – be persuaded to change your mind (about) cross out – draw a line through sth written deal with – handle/cope with drop out (of) – stop studying/going to school get at – suggest, try to express get away with – not be caught or punished get on with – continue doing give in – stop making an effort to achieve sth go for – choose go into – begin to describe in detail go over – review fall behind – not do sth fast enough find out – discover information keep up with – stay at the same level make up – invent information or a story sail through – do sth very easily set out – explain sth clearly take down – write down take in – understand think over – consider</p>	<p>Word formation academy – academic, academically achieve – achievement attend – attention, attendance, attendant behave – behaviour capable – capability certify – certificate, certified consist – consistent, consistency educate – education, educator, educational(ly) exam – examination fail – failure, failing hope – hopeless, hopeful improve – improvement, improved intense – intensity, intensify, intensely literate- illiterate, (il)literacy, literature reason – (un)reasonable, (un)reasonably, reasoning revise – revision, revised scholar – scholarship, scholarly, scholastic solve – solution, (un)solvable study – student, studies, studious succeed – success, successful suit – suitable, suitability teach – teacher, taught think – though, thoughtful, thoughtless understand – (mis)understanding, (mis)understood, understandable, understandably</p>
<p>Fixed phrases attract an attention have (little/no) difficulty in have/take a break have a lot to learn in my opinion make sense make up your mind on your own pay attention to see no point in teach sb a lesson the benefit to/of</p>	<p>Idioms be ahead of the pack – ahead of or better than the rest of the people be on the mark – be correct cover all the bases – be detailed hit the books – study a lot play truant – stay away from school/university without leave or explanation pull an all nighter – stay awake throughout the night, usually when working or studying with flying colours – do something well</p>

Module 14

Work. Jobs. Employment

Part I TEST

Частина «Читання»

Reading

Task 1

Read the text below. Match choices (A – H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

All Jobs Are Important

Growing up in Kansas, I'd jump on my bike and disappear for the day. My friends and I built ramps and pretended we were Evel Knievel, the motorcycle daredevil who was big at the time.

1. _____

My father was a heating, ventilation and air-conditioning contractor. When I was 7 or 8, I started accompanying him to jobs at schools, offices and homes when school was out for the summer. By age 10, I was working with him. I was the perfect size to crawl under houses to install duct work. I'd run into raccoons, mice and other animals. I learned a lot about life from my father and from listening to the radio commentator Paul Harvey. At 13, I wanted to work in the local pizza parlour. I lied and told the owner I was 15 going on 16 so he'd hire me. In a small town, it's hard to keep a lie like that going when your boss reads the paper and sees you in a photo of the baseball team for 13-year-olds.

2. _____

I planned to attend the University of Kansas at Lawrence to study journalism, so I joined the Army Reserves to help pay for it. Then I found out I got a scholarship. My time with the Reserves was a great experience, especially for a boy from southeastern Kansas who hadn't seen much diversity. It taught me discipline, which people have said is evident in the way I structure my day. I also learned that it's important to accomplish a mission – and to accomplish a team goal while meeting individual members' needs.

3. _____

In college, I started a business with my roommate, making fliers for companies and posting them on campus. We'd get up at 5 a.m. and cover the bulletin boards in dorms and other buildings.

I was making good money, but owning a company means you can spend a lot of time collecting money owed to you. I didn't want to do that when I graduated. I took a job with a client who owned theme parks and then moved to Six Flags, where I worked from 1992 to 2006; I was president of three locations, in Illinois, Massachusetts and New Jersey.

4. _____

I decided to try something else, so for the next 18 months I worked for a company that was building the Burj Dubai (now the Burj Khalifa) skyscraper and the Dubai Mall. I was based in Chicago but travelled to

Dubai a few times. Many people were there for financial reasons. In the development projects, I would see the construction workers, mostly from Asia, sleeping on the ground on their breaks. I was amazed at how little they were paid – under \$10 a day – and at how hard they worked. We take so much for granted in this country.

5. _____

Americans often think their nation is the centre of the business world, but that is changing. No one in Dubai referred to Wall Street or many of the other things we view as important. The Middle East and other areas have an energy and a gravity that many Americans aren't aware of.

When I was offered my current position, I liked the idea of going from a publicly held company concerned with quarterly earnings to a private one with longer-term plans. This is a family-owned business, and the members understand that the Space Needle is a cultural icon and a landmark that will be here for years. We're making plans for the 50th anniversary of the Space Needle, built for the 1962 World's Fair. My job is also to help this attraction stay current and prepare for the future.

My three children, all under 10, think that my C. E. O. title means that I'm chief elevator operator at the Space Needle. My wife doesn't dissuade them of that belief, and they're not shy about telling the neighbours. In this organisation, no job is more important than any other, so if they view chief elevator operator as one of the most important jobs, I would have to agree with that.

(Adapted from:

<https://www.nytimes.com/2010/05/16/jobs/16boss.html>)

- A Eye-opening experience at the construction site
- B Gaining knowledge about life
- C Advantages and disadvantages of the first business
- D Never lie to your boss
- E Shifts in the business world
- F Diversity of Kansas
- G Important skills acquisition
- H Cultural icons and landmarks are protected by law

Task 2

Read the text below. For questions (6–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A Career in the Video Games Industry?

Initially populated by computer scientists and the self-taught, the video game design industry used not to offer many routes into its midst. Often, perhaps unfairly, viewed as just a hobby for young enthusiasts, the video games industry is now being taken seriously. Surprised? Industry experts aren't.

It's not easy though. Video game spin-offs that rapidly follow any new movie require dozens of team members and months of incredible skill, perseverance and intricacies. As with almost every industry, it's tricky to get into – but it is expanding. Jim Donnelly, a spokesman for an online games magazine says: 'It's certainly very difficult to make much headway within big companies, or to influence any of the really big mainstream games. But the truth is, the industry needs game designers more than ever. Not just director-level people who orchestrate an entire game, but the lower-level people who design systems and individual set pieces.'

So, how can you get into such a competitive industry? Although many companies prefer people to have a degree in computer science, Jim disagrees. There is only one route: make games. The tools are there. You won't get a job if you haven't made something, and you won't get anywhere independently if you are not

making stuff. Game design is less a job than it is a way of life. Like any creative endeavour it must be done to be real.' Another industry expert, John Field, sees other options. 'There's a lot to be said for "just doing it", but it's really more complicated than **that**. There are lots of people who want to work in games, but few who measure up to the requirements of the industry these days; even fewer who have the creative talent, technical know-how, vision and entrepreneurial ability to really contribute to the ever-changing face of an evolving medium.'

Can you do it on your own? 'Perhaps, but it's pretty tricky,' says John. 'However, a good postgraduate course in games can help, plus provide a year or two of top-level support and guidance. Most games designers start their careers as programmers, or artists, progressing their way up the ladder. They are interested in all forms of entertainment media, plus have a healthy appetite for all areas of the arts and contemporary culture. They may or may not have spent a few years in the working world post-graduation, but have realised that games is going to be their "thing". They are not merely fans, but are fascinated by the future possibilities of games, and are aware of the increasing breadth and diversity of the form. And finally, connections can help. This is often **overlooked**, but in order to get line ahead in games – as in many other areas – you need to network.'

(Adapted from: First Certificate in English with answers, Part 1, 2015)

6. What is the writer's main point about the video games industry in the first paragraph?

- A It is reasonable to consider making a living in this field.
- B Young people's contributions to it should be appreciated.
- C It offers a relatively limited number of career options.
- D Specialists in this area have failed to value its potential.

7. What does Jim tell us about the video games industry?

- A It can be hard to decide which idea will prove successful.
- B Many designers are required to take charge of each large project.
- C It is worth recognising the value of having a long-term strategy.
- D There is room for people with different degrees of responsibility.

8. What does 'that' typed in bold refer to?

- A getting a degree in computer science
- B making games
- C being independent
- D seeing other options

9. What opinion does John express in the third paragraph?

- A It is a mistake to believe that the jobs people do in the industry are easy.
- B Many people lack the qualities needed to do effective work in the industry.
- C The industry could benefit from people who have a strong desire to work in it.
- D The industry is changing too rapidly for people to keep up with it.

10. What does 'overlooked' typed in bold mean?

- A not considered
- B understood
- C not used
- D required

Task 3

Read the texts below. Match choices (A – H) to (11–16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Best Ways To Find a Job

Job hunting can be easier if you know the right places to look for your next position. There are many ways and places where you can find a job. By finding the right strategies, you can increase your chances of securing new job opportunities.

11. Go to career fairs

Career fairs are a good opportunity to get more information about a company and show that you are interested in working for them. These events connect potential job seekers with representatives from a variety of companies. Most universities often host career fairs on campus. You can benefit more from a career fair if you go prepared with relevant questions. After checking to see which companies are attending, you can select those you would like to work at the most. Then you can meet the representatives of those companies to learn more about open positions. These fairs are also a great opportunity to network and connect with people.

12. Use career websites

There are many online job boards and career websites that regularly post new listings. A career site is a way to show off employer's brand, communicate company values, tell employee stories, and post open jobs. Career sites are used in recruitment marketing strategies to build employer brand and engage candidates. Most of them are free to access and only require you to sign up and create a profile. On some of these websites, you can also opt-in to receive newsletter updates about new job listings in a specific sector or role. To get the most out of these platforms, you need to check them regularly and open the newsletters to see new opportunities.

13. Nominate yourself

If you already have a job, sometimes there may be openings for promotions or positions in different areas inside your own company. This is why you want to always work hard and have a great image amongst your colleagues. Apart from the personal gratification you receive by excelling, it can also cause you to be favoured by your employer. Nominating yourself for an opportunity is a good way to switch jobs internally. By keeping up to date with company news, you can learn about positions for which you can apply.

14. Apply through recruitment agencies

Recruitment agencies serve as a liaison between job seekers and companies. Recruitment agencies are external firms that find suitable candidates for employers. They are tasked by employers to find candidates for vacant positions within their organisations to save time and money and access the extended candidate net that a direct advert and company network cannot reach. They can be expected to always be up to date with companies that are hiring and the roles they are looking to fill. You can approach such agencies to pitch you as a suitable candidate to these companies. There are different recruitment agencies you can work with when looking for a job. You want to do your research to find the best one for your field.

15. Volunteer

Volunteering is a good way to keep yourself occupied while you are out of work. It is also a good opportunity to learn new skills and gain experience in an area you would like to work in so you can add to your

CV. If you are diligent and hard-working people you are working with will notice it and support you as a possible candidate for a job. Volunteering can also make you feel fulfilled and give you a sense of purpose.

16. Start your own business

You can start your own business as a way to keep yourself busy until your application is successful or be your own boss. It is also possible that you have considered being a full-time entrepreneur because of a market gap you cannot ignore. Either way, starting your own business is a good idea and looks great on a CV. If you are wondering how to start, you may want to take a moment to discover which market you would like to explore. Then you can begin to do your research to find out how much it would cost you and if it is a viable business option.

(Adapted from: <https://uk.indeed.com/career-advice/finding-a-job/best-ways-to-find-a-job>)

Which way to find a job _____ ?

- A is assisted by external companies
- B is considered to be the best way to get a job
- C is a special event organised by a university for students to find a job
- D makes a jobseeker to study the market for finding commercial opportunities
- E starts as unpaid work
- F gives chance to find a better job inside the company
- G requires a profile to be created
- H allows applying for a job without a CV

Task 4

Read the text below. Choose from (A – H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

I was 12 years old when I first saw a show in my local leisure centre. I was fascinated by the fact that everything came in about ten lorries and they basically built a theatre from scratch. I was very curious as I (17) _____ and I found it hugely exciting.

The more I found out about technical theatre (18) _____. However, what I really wanted was to get involved and start working as part of a stage management team.

I left school when I was 16 and because I had quite a lot of experience I was able to get a job as an assistant stage manager in a theatre in London. I worked there for about a year and then did some freelance work in Cornwall and went on tours around the country. The work was quite sporadic but the money was good; (19) _____. Working on tour was intense but really good fun. A typical Monday would see us arrive at about 8 o'clock in the morning and open up the lorries. While the cast were getting ready (20) _____.

After a couple of years touring I decided to return to London and go to college to study technical theatre. I studied for a year but I realised that it wasn't very useful to me. I had learnt a lot more from my years working. It was a course for people (21) _____. Theatres are looking for people with proven ability and who know what they are doing. I did some more freelance work in London for a while and now I work for a production company.

I really like what I do. There are of course a number of disadvantages; I don't like the hours and the disruption to my personal life that working evenings can cause. Also (22) _____ and the money is not always good. But I would highly recommend it to others.

(Adapted from: Dyer K., Harwood D. FCE Practice Tests, 2012, p. 40–41)

- A who didn't know anything about the theatre
- B the more interested I became
- C there's quite a lot of instability and insecurity to the job
- D we would get on with any necessary maintenance jobs
- E watched the whole thing being put together
- F because there are so many more people to organise
- G in one month I could earn enough to last me six months
- H what interests them the most on your CV is your last job

Частина «Використання мови»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

How do you launch a career in sports law?

Ending up as a lawyer for the Boston Red Sox wasn't a (23) ____ David S. Friedman envisioned. What does it take to be (24) ____ as an in-house counsel with one of Major League Baseball's top teams?

Dave went from a government lawyer to Vice-President, Legal & Government Affairs for the Red Sox.

How did Dave Friedman end up at the Red Sox? "It was an (25) ____," he says. "A lot of it was being in the right place at the right time." It doesn't, (26) ____, tell you about the combination of brilliance, hard work, dedication, training, good luck, mentoring, and the path that put him in the right place at the right time.

Dave graduated *magna cum laude* from Harvard Law School in 1996. After graduation, he (27) ____ for Judge Michael Boudin. Still committed to a legal career of public (28) ____ after his clerkships, Dave became a litigator and public law attorney for Hill & Barlow, one of Boston's oldest and most prestigious law firms. With stellar credentials, law firm training, Dave quickly landed a (29) ____ in the Massachusetts Senate President's Office as Counsel and Chief Policy Advisor. His last stop before joining the Red Sox was three years in the Massachusetts Attorney General's Office with a quite substantial (30) ____.

Dave's (31) ____ to switch between advocacy and policy, and between corporate interests and government law, was critical.

He had skills that can create the (32) ____ candidate that so many companies seek and landed the job with Boston Red Sox.

(Adapted from: <https://www.brycelegal.com/blog/2016/01/how-i-got-my-legal-dream-job-series-how-to-become-svp-and-in-house-lawyer-for-the-boston-red-sox>)

23	A	work	B	career	C	employment	D	occupation
24	A	fired	B	dismissed	C	hired	D	made redundant
25	A	occasion	B	accident	C	event	D	instance
26	A	however	B	although	C	even though	D	despite
27	A	clerked	B	cleared	C	cleaned	D	clacked
28	A	surveillance	B	service	C	survey	D	servitude
29	A	promotion	B	retirement	C	position	D	resignation
30	A	wage	B	profit	C	fee	D	salary
31	A	abuse	B	ability	C	absence	D	abstract
32	A	needle-in-a-haystack	B	needled into fight	C	on pins and needles	D	needle-point

Task 6

Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Information for job applicants

When you arrive (33) _____ the main gates, hand over the (34) _____ invitation letter to the security guard. You will be shown where to park, and how to get to reception.

As soon as you (35) _____ your name to the receptionist, you will be taken to (36) _____ Meeting Room 7.

While you are waiting in this room, please (37) _____ one of the Personal Information forms which will be in the room.

When you (38) _____ for interview, please bring this form with you.

A (39) _____ interview is all you get to show a potential employer who (40) _____. Please note that all interviews are recorded. This is to help us with the selection process. Once the selection process is over all recordings are destroyed. That's how interviewing works and it's not going to change (41) _____ time soon.

You will be notified (42) _____ a shortlist of candidates has been drawn up.

(Adapted from: Mann M., Taylor-Knowles S. Destination. Macmillan, 2012)

33	A	at	B	in	C	to	D	of
34	A	attaching	B	attached	C	attach	D	have attached
35	A	will give	B	give	C	had given	D	gave
36	A	the	B	a	C	an	D	-
37	A	fill in	B	fill at	C	fill up	D	fill
38	A	call	B	are calling	C	are called	D	have called
39	A	45 minute's	B	45-minutes	C	45-minute	D	45-minutes'
40	A	will you be	B	were you	C	are you	D	you are
41	A	no	B	some	C	any	D	-
42	A	as soon as	B	as far as	C	as high as	D	as long as

PART II VOCABULARY FOCUS

1. Complete the following sentences with a word or expression from the box.

human resources	salaries	manager	dismissed	occupation
promoted	career ladder	earn (make, take home)	high-paying jobs	
competition	employment	professional	headhunter	prospects

- In the IT field, rich software developers get all the attention, but many of the _____ belong to managerial types.
- The term _____ is used to describe both the people who work for a company or organisation and the department responsible for managing resources related to employees.
- In the space marked '_____' she wrote 'police officer'.
- If you're dissatisfied with the service, why don't you complain to the hotel _____?
- Although air traffic controllers in the United States can _____ around \$155,000, the demand for this profession is falling.
- Your contract will set out the terms and conditions of your _____.
- I thought the whole meeting was going to fall apart but you rescued it like a true _____!
- It helps if you can move a few rungs up the _____ before taking time off to have a baby.

9. There is so much _____ for jobs right now and little job growth in many industries, that is why it is important to find a career track that is growing and not contracting.
10. In August, he was _____ to the homicide division.
11. _____ vary greatly from one country to another, and even within the same country, but some jobs pay more all over the world.
12. He has been _____ from his job for incompetence.
13. He was approached by a _____ who was looking for a chief executive for a start-up company.
14. She's hoping the course will improve her career _____.

2. Choose the best word which completes each of the sentences

1. _____ growth for financial advisors is expected to be 41% over the next decade.
a. Job b. Career c. Work d. Labour
2. I don't like gardening but it's the only way I know how to _____ my living.
a. do b. make c. cost d. run
3. The minimum _____ is expected to be \$76,000 with some engineers easily making more than six figures a year.
a. wage b. salary c. profit d. bonus
4. Mary is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day. She is a(n) _____ employee.
a. unskilled part-time b. semi-skilled blue-collar c. self-employed full-time d. skilled white collar
5. There are many jobs that allow you to set your own schedule which is ideal if you are a student, a parent, a semi- _____ person, or if you simply want the flexibility to take days off whenever you want.
a. employed b. dismissed c. retired d. hired
6. In many cases, you can use the skills you already have to find _____, either as an employee or a contractor.
a. employment b. unemployment c. application d. exercise
7. If you have professional skills and _____ that you can use to help others in your career field or industry, you may be able to line up consultant jobs, either for a consulting firm or as your own business.
a. experiment b. experience c. expiry d. expanse
8. _____ help employers find employees, and many work on an independent or contract basis.
a. Receptionists b. Rescuers c. Recruiters d. Representatives
9. A lot of project management work is handled by _____ and consultants, so if you have the right skill set it's a role to consider.
a. freelancers b. free-floaters c. free-riders d. free-livers
10. Resorts hire ski season and summer workers, tax season provides opportunities for _____ and filers, and the fall is a good time to get hired for a holiday season job.
a. tax-dodges b. tax-farmers c. tax preparers d. tax-collectors
11. If you are glued to your home and constantly connecting on social media you can put those skills to good use and _____ for helping businesses with their social platforms.
a. get accustomed b. get paid c. get engaged d. get caught
12. A company car and a mobile phone are some of the _____ that come with the job.
a. increases b. promotions c. perks d. bonuses
13. Despite the job is highly-paid, you are lucky, you will receive annual salary/pay _____ every September.
a. cuts b. downsizing c. increments d. reductions
14. Bonus payments provide an _____ to work harder.
a. incentive b. disincentive c. initiative d. intuition

3. Choose the correct word.

1. Unemployed people are allowed to claim the **dole** / **pension**.
2. Tutoring is **work** / **job** that can be done based on your own availability.
3. The great thing about being self-employed is I have **flexible** / **shift** working hours.
4. Writers and editors are **in** / **on** demand, especially on a contract basis.
5. Many hairstylists are **employees** / **employers** of salons, while others rent a booth and work for themselves.
6. Emma's going back to work because she and Joe can't **be** / **live** on Joe's salary alone.
7. Members of the police force **work** / **do** to keep communities safe by patrolling neighbourhoods, responding to complaints, and arresting suspects, as well as participating in community outreach programs.
8. My boss has just informed me that I'm being **made** / **done** redundant.
9. He's been **presented** / **given** the sack – that's why he's so upset.
10. Behaviour analysts help **clients** / **customers** and patients improve their lives, so their work definitely makes the world a better place, one person at a time.
11. The changes will affect any women on maternity **leave** / **vocation** or taking a career break while they raise children.
12. Protesters took to the streets in massive numbers to demand the president's **resignation** / **redundancy**.
13. Many teachers over the age of 50 are **taking** / **making** early retirement.
14. They're working **overtime** / **short-time** to get the job done on time.

SELF-CHECK

Work /Jobs / Employment Vocabulary	Word patterns
apply for a job	apply for (a job)
apprentice, trainee	be capable of smth
be in charge (of smth / smb)	be experienced in/at smth
be made redundant	be good/bad at smth
blue-collar / white-collar worker	be on duty
breadwinner	be responsible for smth
career / job / occupation / profession / trade / work	depend on
collaboration	to do smth for a living
colleague	earn one's living
company / firm / business / enterprise / start-up	mean (infinitive)
competition	qualify as/in smth
CV curriculum vitae	rely on
deadline	work as/in/at
delegation	work like (=similar to)
dismiss / fire / let (smb) go / make redundant / sack	pay rise
earn / win / lose / save / cost (money)	
employ / hire / contract / take on	
freelance	
front-line	
full-time / part-time job	
get promoted	
give (smb) a hand	
go on strike	
head-hunt / recruit	Phrasal verbs
high-ranking	back out (of) – decide not to

<p>Human Resources income interview job description / duties / responsibilities jobless / job seeker labour make a loss make a profit manual work maternity cover moonlighting notice / period of notice off / on duty over time overworked pay / income / salary / wage / bonus / perks / dole pension / pensioner</p>	<p>bring out – start selling a new product carry out – do smth / realise an action catch up (on/with) – reach the same level as smb go over – review keep on – continue knock off – stop working opt out of – decide not to set up – start a business stand in for – substitute take on – hire/employ take over – take control of take to – become good at/become a habit turn down – reject work away – work abroad work on – spend time to try to perfect smth work out – solve or find a solution</p>
<p>permanent / temporary job personnel / staff position probation promotion quit/give up a job/hand in a notice/resign/leave resign retire run (a company) self-employed service sick leave skilled / semiskilled / unskilled take a break / day off / a leave / time off / a holiday teamwork trainee unskilled work vacancy volunteer well-paid job work experience work in shifts workload work long hours</p>	<p>Word formation apply – application, applicant; earn – earnings; employ – employee, employer, employed, employment, employable, unemployment; pension – pensioner promote – promotion, promoted; qualify – qualification; rely – reliance, reliable; retire – retirement, retiree; work – working, worker, overworked, workload;</p>
<p>Jobs and Professions Management president; vice-president; director; manager; executive officer; CEO (chief executive officer; company executive officer); deputy director; managing director; financial director; marketing director; general manager; assistant manager; production manager; personnel manager; marketing manager; sales manager; project manager;</p>	<p>Fixed phrases be praised for be willing better/worse than expected by accident on purpose the pros and cons of</p>

<p>supervisor; inspector; controller;</p> <p>Office workers</p> <p>office clerk; filing clerk; receptionist; secretary; assistant; typist; stenographer;</p> <p>Banking and financial activities</p> <p>banker; bank officer; economist; auditor; accountant; bookkeeper; teller; cashier; bank clerk; financier; treasurer; investor; sponsor; stockbroker; pawnbroker; tax collector;</p>	<p>Idioms</p> <p>A golden handshake – to get a large payment on leaving a company, retiring;</p> <p>be a big fish – important;</p> <p>be a go-getter – ambitious;</p> <p>burn the candle at both ends – work long hours;</p> <p>dead end job – a job without a chance of promotion;</p> <p>free-floater – temporary, seasonal worker;</p>
<p>Sales and stores</p> <p>sales representative; sales manager; salesperson; salesman; saleswoman; salesgirl; salesclerk; cashier;</p> <p>seller; buyer; wholesaler; retailer;</p> <p>merchant; distributor; dealer; trader; advertising agent; grocer; greengrocer; baker; butcher; florist;</p> <p>Medicine</p> <p>doctor; physician; family doctor; general practitioner; eye specialist; ear specialist; throat specialist; heart specialist;</p> <p>cardiologist; surgeon; pediatrician; psychiatrist; psychoanalyst; dentist; dietitian; pharmacist; veterinarian;</p> <p>nurse; paramedic; nurse's aide;</p> <p>School and college</p> <p>principal; dean; professor; teacher; instructor; schoolteacher; college teacher; university teacher; head teacher; senior teacher; tutor; mentor; counsellor; student; pupil; learner;</p> <p>Science</p> <p>scientist; scholar; researcher; explorer; inventor; mathematician; physicist; chemist; biologist; botanist; zoologist; historian; archaeologist; geologist; psychologist; sociologist; linguist; astronomer; philosopher; geographer;</p> <p>IT specialists</p> <p>computer programmer; computer operator; software specialist; systems analyst; systems administrator; web developer; web programmer; webmaster; web designer;</p> <p>Art and creative work</p> <p>artist; painter; sculptor; architect; composer; conductor; musician; pianist; violinist; guitarist; drummer; player; singer; dancer; opera singer; ballet dancer; performer; film director; producer; art director; cameraman; actor; actress; player;</p> <p>writer; poet; author; playwright; dramatist; scenarist; publisher;</p> <p>journalist; reporter; correspondent; photographer; designer; fashion designer; dress designer; interior designer; furniture designer; graphic designer;</p>	<p>free-rider – a person that gets an advantage without paying for it;</p> <p>Jack-of-all-trades – a handy versatile person;</p> <p>learn the ropes – be trained;</p> <p>to be snowed under – very busy;</p> <p>to go an extra mile – to do more than expected;</p> <p>work 9–5 – an office job during regular business hours;</p> <p>work 24/7 – work around the clock</p> <p>work like a dog – work very hard</p>

<p>Construction, repair, maintenance builder; construction worker; developer; contractor; engineer; technician; mechanic; electrical engineer; electrician; welder; bricklayer; mason; carpenter; plumber; painter; decorator; repairer; repairman; maintenance man; handyman; caretaker; housekeeper; cleaning lady; cleaning woman; janitor;</p>	
<p>Pilots, drivers, crew members pilot; flight engineer; flight navigator; flight attendant; stewardess; dispatcher; mechanic; car mechanic; railroad worker; railway worker; driver; chauffeur; taxi driver, cabdriver; bus driver; truck driver; captain; skipper; navigator; sailor; Law and order judge; lawyer; attorney; legal adviser; barrister; solicitor; police officer; policeman; traffic officer; detective; guard; bodyguard; lifeguard; warden; prison guard; Restaurants chef; head cook; cook; maitre d'hotel (maitre d'); headwaiter; waiter; waitress; bartender; barman; barmaid; dishwasher; busboy; Other firefighter, fireman; tailor; seamstress; postman, mailman; travel agent; travel guide; model; politician; porter; editor; proofreader; printer; translator; interpreter; librarian; jeweller; telephone operator; coal miner; farmer; farm worker; fisherman; hunter; forester; gardener; hairdresser; hair stylist; barber; beautician; cosmetologist; specialist; expert; consultant; adviser; priest; clergyman;</p>	

Grammar focus

NOUNS

FORMING THE PLURAL OF NOUNS

Singular	Plural	Rule
box, watch, bus	boxes, watches, buses	If the noun ends in <i>-ch</i> , <i>-s</i> , <i>-sh</i> , <i>-x</i> or <i>-z</i> , add <i>-es</i> . The plural ending <i>-es</i> is pronounced /ɪz/.
university, baby, ferry	universities, babies, ferries	If the noun ends in a consonant plus <i>-y</i> , change <i>y</i> to <i>i</i> and add <i>-es</i> .
wife, thief, loaf	wives, thieves, loaves	For some nouns ending in <i>-f</i> , change <i>-f</i> to <i>-ves</i> <i>but note</i> : roofs, beliefs, cliffs, safes.
potato, cargo, torpedo	potatoes, cargoes, torpedoes	If the noun ends in <i>-o</i> , add <i>-es</i> <i>but note</i> : radio-radios, video-videos (ending in vowels), photos (shortened word).
formula, crisis, phenomenon	formulae, crises, phenomena	Some nouns which come from Latin and Greek form their plurals in special ways.
bedroom, mother-in-law, passer-by	bedrooms, mothers-in-law, passers-by	In compound nouns add <i>-s</i> at the end of the word <i>but note</i> : add <i>-s</i> to the (main) noun in the compound word

IRREGULAR PLURALS:

<i>man – men</i>	<i>tooth – teeth</i>	<i>sheep – sheep</i>	<i>aircraft – aircraft</i>
<i>woman – women</i>	<i>louse – lice</i>	<i>deer – deer</i>	<i>spacecraft – spacecraft</i>
<i>person – people</i>	<i>mouse – mice</i>	<i>fish – fish</i>	<i>hovercraft – hovercraft</i>
<i>child – children</i>	<i>goose – geese</i>	<i>trout – trout</i>	<i>species – species</i>
<i>foot – feet</i>	<i>ox – oxen</i>	<i>salmon – salmon</i>	<i>means – means</i>

UNCOUNTABLE NOUNS

Uncountable nouns take a single verb and are not used with <i>a/an</i> . <i>Some</i> , <i>any</i> , <i>no</i> , <i>much</i> , etc. can be used with them: <i>Can I have some apple juice, please.</i>	BUT: we use <i>a</i> in phrases like <i>a relief</i> , <i>a pity</i> , <i>a shame</i> , <i>a knowledge (of smth)</i> , <i>a help</i> even though they are uncountable: <i>What a help you've been!</i> <i>What a shame!</i>
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Groups of uncountable nouns

mass nouns (fluids, solids, etc.)	<i>milk, bread, air, oxygen, sugar, rice</i>
subjects of study	<i>History, Maths, Physics, Chemistry, Science</i>
languages	<i>Spanish, German, Japanese, Portuguese, Italian</i>
games	<i>billiards, basketball, golf, darts, hockey, cricket</i>
diseases	<i>flu, pneumonia, measles, mumps</i>

natural phenomena	<i>darkness, wind, snow, sunlight</i>
some nouns	<i>accommodation, advise, anger, behaviour, business, countryside, courage, dirt, education, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, work</i>
collective nouns	<i>cutlery, furniture, jewellery, luggage, machinery, money, rubbish</i>

To refer to one or more quantities of an uncountable noun:		
<i>a piece of paper/cake/information/advice/furniture</i>		
<i>a glass/bottle of water</i> <i>a jar of jam</i> <i>a rasher of bacon</i> <i>a box/sheet of paper</i> <i>a packet of tea</i> <i>a slice/loaf of bread</i>	<i>a pot of yoghurt</i> <i>a pot/cup of tea</i> <i>a kilo/pound of meat</i> <i>a tube of toothpaste</i> <i>a bar of chocolate/soap</i> <i>an ice cube</i>	<i>a lump of sugar</i> <i>a bag of flour</i> <i>a can of soda</i> <i>a carton of milk</i> <i>a pair of trousers</i> <i>a game of soccer</i>

PLURAL NOUNS

Clothing/ Instruments/ Tools (consisting of two parts): <i>jeans, pajamas /scissors / glasses</i>	<i>Clothes, congratulations, earnings, outskirts, people, police, stairs, surroundings, wages</i>
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Collective nouns

Group nouns can take either a singular or a plural verb depending on whether we see the group as the whole or as individuals.	<i>Army, audience, class, committee, company, council, crew, crowd, headquarters, family, jury, government, press, public, staff, team</i>	<i>The audience has enjoyed the performance. (the audience as a group)</i> <i>The audience were given an autograph at the end of the play. (each person in the audience separately as individuals)</i>
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COLLECTIVE NOUNS FOR ANIMALS

herd	cattle/elephants/goats
flock	sheep/goats/geese
swarm	bees/wasps/ants/locusts
school	dolphins/whales/fish
shoal	fish
pack	wild dogs/wolves
pride	lions

Nouns used in singular and plural with a different meaning:	
Singular	Plural
<i>Could I have a glass of water, please?</i> <i>I bought my mum a vase made of glass. (the material)</i>	<i>I broke my glasses last night. (spectacles)</i>
<i>He walked past the newsstand and bought a paper. (newspaper)</i> <i>Write your name and telephone number on a piece of paper. (the writing material)</i>	<i>I left some important papers at home. (documents)</i>
<i>I found a hair in my food. (a single hair)</i>	<i>Tracy has got short blond hair. (all the hair on her head)</i>

<i>Helen starts work at 9.00.</i>	<i>We saw beautiful works of art at the art gallery. (creations)</i>
<i>Ted likes dark chocolate.</i>	<i>I have got some chocolates for you. (sweets)</i>
<i>The light rain has stopped.</i>	<i>The rains came later on in this year.</i>
<i>The desk is made of wood. (the material)</i>	<i>We had a picnic in the woods. (forest)</i>
<i>She has a lot of experience in public speaking. (length of time doing it)</i>	<i>We enjoyed listening to him describing his experiences as a nature photographer. (events)</i>
<i>John wants to spend more time with children.</i>	<i>How many times did you take the driving test? (occasions)</i>

NOUNS

- Be careful, there's _____ on the floor! Someone has broken the window.
A) some glass B) a glass C) glasses
- _____ on the roads this morning?
A) Was there much traffic B) Were there much traffics C) Was there much traffics
- He refused to give me _____ about the new project.
A) an information B) any information C) some informations
- I really need _____ before I buy a new car.
A) some advice B) advices C) some advices
- Did you buy me _____ this morning? I'd like to read it now.
A) a paper B) paper C) some paper
- Have you ever been to Manchester? – _____.
A) a little time B) few times C) little times
- There has been _____ new research done on this recently.
A) a B) some C) any
- Politics _____ my favourite subject.
A) are B) is C) is being
- I think he bought too much _____ there's no space left in the living room!
A) furnitures B) more furnitures C) furniture
- The news _____ on every night at six o'clock.
A) are B) is C) have been
- There are _____ of mosquitoes in the forests in Scandinavia in the summer.
A) swarms B) herds C) flocks
- As we looked over the side of the boat, we saw a _____ of brightly coloured fish swimming just below the surface.
A) shoal B) pack C) litter
- You'll see a _____ of cards on the bookshelf. Will you fetch them for me, please?
A) bunch B) pack C) stack
- In the North of England, most houses are made of _____, but in the South, bricks are more common.
A) stones B) stone C) brick
- When will the _____ be delivered?
A) good B) goods C) better
- _____ coffee shop is going out of business because Sam and Joe can no longer stand working together.
A) Sam and Joe B) Sam and Joe's C) Sam's and Joe's
- Excuse me. Could you tell me where the _____ restroom is?
A) mens' B) man's C) men's

AMOUNT OF / THE NUMBER OF / A NUMBER OF / A QUANTITY OF / QUANTITIES OF

Amount of	= <i>quantity</i> ; with uncountable nouns	We use a huge <i>amount</i> of <u>paper</u> in the office every day.
The number of	= <i>quantity</i> ; used with countable nouns in plural followed by a <i>singular</i> verb	<i>The number of</i> participants <u>was</u> greater in summer than in winter.
A number of	= <i>many</i> ; used with countable nouns in plural followed by a <i>plural</i> verb	<i>A number of</i> people <u>were</u> present.
A quantity of / quantities of	= <i>amount/number</i> ; used in singular and plural forms; with countable and uncountable nouns; most commonly used with an adjective such as <i>huge, big, large, small</i>	<i>Large quantities</i> of illegal drugs <u>have</u> been discovered. We consumed large <i>quantities of</i> food and drink that night. Police found a large/small <i>quantity</i> of drugs.

1. ____ my friends think I should take a holiday.
A) The amount of B) The number of C) A number of
2. I think, ____ time it took to finish the job was very frustrating.
A) the amount of B) the number of C) a number of
3. A great _____ students volunteer each year for environmental projects.
A) amount of B) number of C) quantities of
4. She served each of us a vast ____ of spaghetti.
A) quantities B) quantity C) number
5. ____ plants in each plot was 25.
A) The amount of B) The number of C) A number of

A COUPLE OF / COUPLE

A couple of	two or a few things/people that are similar or the same; plural form	<i>A couple of (=a few)</i> people <u>object</u> to the proposal, but the vast majority approved of it.
A/the couple	two people who are married or in a romantic or sexual relationship, or two people who are together for a particular purpose	An elderly <i>couple</i> <u>live</u> (AE <u>lives</u>) next door.
NB	expressions denoting <i>quantities, amounts, etc.</i> even with plural nouns have singular verbs	Where <u>is</u> that <i>couple of pounds</i> I have lent you.

1. There ____ just a couple of people at the party.
A) was B) were
2. The young couple next door ____ just bought their first car, and they are very excited. (BE)
A) have B) has
3. A couple of boats ____ driven ashore by the storm.
A) was B) were
4. A couple of kilometres ____ not far to walk.
A) are B) is
5. Ten dollars ____ a great deal of money to a child.
A) are B) is

MAJORITY / MINORITY

Majority/minority of	with countable plural nouns followed by a <i>plural verb</i>	A <i>minority of the students</i> <u>are</u> willing to pay more.
	with uncountable nouns followed by a <i>singular verb</i>	The <i>majority of the damage</i> <u>is</u> easy to repair.
Majority/minority	meaning an <i>unspecified number</i> – followed by a singular verb	The <i>majority</i> <u>holds</u> no strong views.
	meaning a <i>specific percentage</i> – followed by a singular or plural verb	A <i>90% majority</i> <u>is/are</u> opposed to scheduling the next meeting at 6:00 a.m.

- The majority of the criminals ____ non-violent.
A) are B) is
- A small minority ____ it supports the proposal.
A) indicates B) indicate
- A 10% minority ____ opposed to the measure.
A) are B) is C) both
- The majority of the rocket fuel ____ used in this acceleration phase.
A) are B) is

POSSESSIVE CASE

<i>singular noun + 's</i>	<i>plural noun / after -s, -ss, -x + '</i>	<i>irregular plural noun + 's</i>
<i>The girl's bedroom</i> (The bedroom belongs to one girl.)	<i>The girls' bedroom.</i> (The bedroom belongs to more than one girl.) <i>This is Tess' book.</i>	<i>Children's/ men's/ people's/ women's ideas</i>

NB

We can use two-possessive's constructions in the same noun phrase.	We went to <i>Jake's father's</i> funeral.
We also use possessive 's to talk about time and duration .	Is that <i>yesterday's</i> paper? I've only had <i>one week's</i> holiday so far this year. <i>An hour's</i> walk; <i>three days' journey</i> ; <i>in a year's time</i>
A place can be formed with a noun in the possessive case.	<i>the hairdresser's, the doctor's</i>
When we are talking about places or organizations , we can use both the possessive 's or of .	<i>The decision of the country / The country's decision</i> to raise taxes is very controversial.
To talk about space, distance, names of countries, cities and means of transportation , we can use possessive case.	<i>Kharkiv's parks; the yacht's crew; our country's best sportsman; river's bank</i>
We use of + possessive 's or possessive pronoun if there is a determiner (a, some, this, etc.) before the nouns.	<i>Some friends of Anna's</i> came to the party. (=some of Anna's friends) <i>Some friends of hers</i> came to the party. Isn't that a friend <i>of your sister's</i> ? (=one of your sister's friends)
We use possessive 's in some set expressions	<i>For Heaven's / God's sake; at one wit's end; at a stone's throw; at death's door; in my mind's eye; (ten) pounds' worth.</i>

Using possessive of	
Inanimate things and abstract nouns We normally use of instead of 's when we are talking about inanimate things, parts of things, or abstract nouns.	We enjoyed the beauty <i>of the park</i> . The head <i>of the shower</i> is broken. Go to the end <i>of the street</i> . Love is the secret <i>of life</i> .
Long noun phrases We also use of instead of 's with long noun phrases.	<i>This is the child of the neighbours who live next door.</i> (NOT the neighbours who live next door's child) <i>That's the wife of one of my friends from Liverpool.</i>
Compound nouns In many cases we use noun + noun, instead of possessive 's or of . When we use noun + noun, the first noun is acting as a modifier of the second noun, like an adjective, and is normally singular (tourist destination, stomach bug, school bus, etc.). Sometimes more than one form is possible. However, it's more common: <i>bus stop, car key, toothpaste, car park, ice cream, haircut, etc.</i>	<i>The head of the shower / shower head is broken.</i> What's the <i>school policy / school's policy</i> on bullying?

POSSESSIVE 'S AND S'

Choose the correct item.

1. It's _____ to the top of the mountain. Are you sure you want to go?

- A) a walk of 5 hours
- B) 5 hours' walk
- C) 5 hour's walk
- D) 5 hour walk

2. Write your name on _____.

- A) the top's page
- B) the top of the page
- C) the page's top
- D) the tops page

3. There are two new _____ in our street.

- A) shoe's shops
- B) shoes shops
- C) shoe shops
- D) shoes shop

4. The number of _____ has increased.

- A) road accidents
- B) accidents of the road
- C) road's accidents
- D) accidents of the roads

5. _____ was a total success.

- A) The party of yesterday
- B) Yesterday's party
- C) Yesterday party
- D) The party of yesterday's

6. The _____ is disappointing. Choose **TWO** correct options.

- A) team's lack of ambition
- B) lack of ambition of the team
- C) team lack of ambition
- D) lacks ambitions of the team

7. Some relatives of _____ were there.

- A) Janes
- B) Jane's
- C) Janes'
- D) Janes's

8. After the storm the _____ toys were soaked from the rain.

- A) childrens'
- B) children
- C) children's
- D) childrens

9. Next _____ budget is only a little higher than this year's.

- A) year's
- B) years of
- C) years's
- D) year of

10. This is _____ tallest building.

- A) New York
- B) New Yorks
- C) New York's
- D) New York'

11. We've run out of bread. I'll have to go to the _____.

- A) bakery's
- B) bakers'
- C) baker
- D) baker's

12. I don't know what to do. I am at my _____.

- A) wits end
- B) wits' ends
- C) wit's end
- D) wits ends

13. Go to the corner _____.

- A) of the street
- B) in the street
- C) of the streets'
- D) of the street's

14. Don't you know that the sister _____ is from Kyiv.

- A) of one with my friends
- B) of one of my friends

- C) by one of my friends
D) of ones of my friends

15. The _____ was broken.

- A) head by the shower
B) head in the shower
C) head from the shower
D) head of the shower

ARTICLES

Indefinite article (a/an), Definite Article (the), Zero Article (–)

Article	Use	Example
a/an	<i>Singular countable nouns:</i> – if they are not specific	<i>A book makes a good present.</i>
a/an	– if they are mentioned for the first time – as a rule, after <i>to be</i> and <i>to have (got)</i>	<i>I want to buy an iPad.</i> <i>He is a lawyer.</i> <i>They have a car.</i>
	With reference to: – <i>weight</i> – <i>speed</i> – <i>frequency</i>	<i>two euros a kilo</i> <i>100 km to an hour</i> <i>twice a month</i>
the	<i>Singular countable nouns:</i> – if they are specific – if they are mentioned generally – with ordinal numerals – with the superlative degree of adjectives	<i>Where is the book you bought yesterday?</i> <i>The cuckoo is a lazy bird.</i> <i>The noun may have different functions in the sentence.</i> <i>The second question concerned the mandate and competencies.</i> <i>This is the most interesting book I've ever read.</i>
	<i>Plural countable nouns:</i> – when we are being specific – when speaking about members of the same family collectively	<i>I did not believe the rumours about the prime minister.</i> <i>The Bakers moved to Rome last year.</i>
	<i>Uncountable nouns</i> – when we are being specific	<i>I followed the advice my lawyer gave me.</i>
	<i>Substantivized adjectives</i> <i>Substantivized adjectives for nationalities</i>	<i>The young are often intolerant.</i> <i>The Germans like beer.</i>
	Objects that surround the speaker (<i>indoors or out-of-doors</i>): – the corner, the window, the table, the door, the wall etc. – the stars, the street, the trees, the flowers, the houses, the leaves, the birds, the bees etc.	<i>I came up our street, I saw my mother and my brother waving from the window.</i> <i>A bee buzzed among the flowers.</i>

–	Plural countable nouns – when we are talking generally	<i>Journalists often face dangerous situations.</i>
	Uncountable nouns – when we are talking generally	<i>Indifference and pride look very much alike, and he probably thought I was proud. These sleeping pills should be dissolved in water.</i>
	Nouns denoting titles, military ranks, or posts when they are followed by a proper name	<i>Lord Byron is regarded as one of the greatest English poets.</i>

THE USE OF ARTICLES WITH SOME SEMANTIC GROUPS OF NOUNS

Use	Example
The	
Mountain chains, oceans, seas, rivers, lakes, deserts, falls	<i>the Alps, the Pacific Ocean, the Black Sea, the Dnipro, the Sahara, the Niagara Falls</i>
Unique objects	<i>the sun, the moon, the earth, the world, the globe, the universe, the atmosphere</i>
Some countries, provinces, cities	<i>the USA, the Netherlands, the Senegal, the Crimea, the Hague</i>
Zero article	
Months, the days of the week	<i>January, Tuesday</i>
Continents	– <i>Europe, Asia</i>
Continents with attributes: northern, southern, central etc.	– <i>North America, Latin America</i>
Countries, states or provinces, cities, towns,	– <i>France, California, Rome</i>
Countries, states or provinces, cities, towns with attributes: north(ern), ancient, old, new, central etc.	– <i>West Germany, Old England</i>
Names of bays and peninsulas	<i>Hudson Bay, Indo-China</i>
Names of separate mountain peaks and islands	<i>Everest, Cyprus</i>

Note: The use of articles, as well as their absence, has generally grammatical meaning and falls under definite rules. However, there are cases in which the use of articles cannot be accounted for grammatically as it has become a matter of tradition reflected in numerous set phrases.

SET PHRASES

a (an)	– <i>as a result, at a distance, in a rage, in a hurry, etc.</i>
the	– <i>to the forest, to (at) the cinema, to (in) the country, on the spot, in the slums</i> – <i>to play the piano, go to the cinema/ theatre, take the trouble, on the radio, the media</i> – <i>in the morning, during the day, in the night</i> – <i>in the distance,</i> – <i>under the influence of, etc.</i>
–	– adverbial prepositional phrases: <i>by day, at/by night, by noon, by midnight, before dawn, by train, by air, by post, by mail, by phone, by accident, by mistake, by chance, at hand, in detail, in person, on board, on foot, on tiptoe, at sea, on business, on holiday, in silence, etc.</i>

– compound prepositions:

in addition to, in charge of, in regard to, in support of, in connection with, in comparison with, in honour of, in answer to, in search of, by way of, etc.

– other phrases:

listen to music, on TV, play football/tennis, become president, go to work, be at work, take care of, be in danger, have breakfast/ lunch/ dinner/ supper/ tea, arm in arm, hand by hand, etc.

ARTICLES

1. _____ late sun streamed across _____ kitchen, and _____ patch of light danced on _____ wall.
A) the, a, a, the B) the, the, a, the C) the, the, a, a D) – , the, the, the
2. _____ noonday heat had even stilled _____ songs of _____ birds.
A) a, – , – B) a, the, the C) the, the, the D) the, – , –
3. _____ aeroplane has made _____ world _____ small place.
A) the, a, a B) an, the, – C) the, the, a D) – , – , the
4. _____ passenger is allowed to take 20 kg of hand luggage free of charge.
A) a B) an C) the D) –
5. He had _____ brilliant idea.
A) – B) the C) an D) a
6. They walked in _____ silence along _____ path.
A) a, a B) an, the C) the, the D) – , the
7. "Do you believe in _____ supernatural?" he asked.
A) the B) an C) – D) a
8. Ron was particularly interested in _____ ancient sculpture.
A) a B) – C) an D) the
9. I am not sure whether it is _____ good news or bad.
A) – B) the C) an D) a
10. What is _____ weather like today?
A) a B) an C) the D) –
11. The journal is published twice _____ year.
A) a B) an C) the D) –
12. What personal qualities must _____ lawyer possess?
A) the B) – C) a D) an
13. People play _____ football all over the world.
A) a B) – C) an D) the
14. _____ Vesuvius has erupted many times and is _____ only volcano on Europe's mainland to have erupted within the last hundred years.
A) the, the B) – , – C) – , the D) the, –
15. _____ life would be very difficult without _____ electricity.
A) an , – B) – , the C) the, – D) – , –
16. _____ British drink too much tea.
A) a B) an C) the D) –
17. The people who live in _____ Netherlands are called _____ Dutch.
A) – , – B) the, – C) the, the D) – , the
18. _____ women are often better teachers than _____ men.
A) the, – B) – , – C) the, the D) – , the
19. Presently _____ Browns arrived. They brought with them _____ small child, _____ governess and _____ dog.
A) the, a, a, a B) the, the, a, a C) the, the, the, the D) – a, a, the

20. As we stood on _____ steps, we felt _____ smell of fallen leaves coming from _____ garden.
 A) the, the, the B) the, -, - C) the, a, the D) -, the, -
21. She had _____ splitting headache and took _____ aspirin and _____ sleeping pills.
 A) a, -, - B) a, an, - C) a, an, the D) the, an, -
22. They couldn't travel without _____ car there.
 A) a B) an C) the D) -
23. She sat listening but _____ sound of her pounding heart covered any other sound.
 A) a B) an C) the D) -
24. She lost her temper: "It's _____ most unpleasant thing you've ever told me".
 A) - B) an C) a D) the
25. We had _____ dinner and went to _____ theatre.
 A) -, - B) the, the C) the, - D) -, the
26. My mother is _____ only person whom I told what had happened.
 A) a B) an C) the D) -
27. There was _____ glass door leading into _____ passage.
 A) a, - B) a, the C) the, a D) -, the
28. _____ road to _____ prison was blocked by policemen.
 A) -, the B) the, a C) the, - D) the, the
29. He would be sent to _____ prison if he were caught.
 A) a B) an C) the D) -
30. You needn't tell me about it in _____ detail.
 A) the B) - C) an D) a

NUMERALS

Ordinal numbers

If the year is indicated in a date, the day of the month is not written in the form of an ordinal number: April 3, 1985; May 14, 2012. If the year is not indicated, the day may be written as follows: April third, April 3rd, April 3; May fourteenth, May 14th, May 14.

Cardinal numerals

are used in phrases like «Chapter 2; page 21; Apartment 13; size 46; Flight 12». Nouns before numerals in such phrases are used without any article: in Chapter 2; on page 21; in Room 30; in size 46.

Time, date, century, year

It's nine o'clock. It's 9:00 a.m. It's 9:00 p.m.

We had a 15-minute break at 11:45 after the fourth lesson.

We left at six-thirty. We left at 6:30.

We will be there in two hours. We arrived three hours later.

This monument was built in the sixteenth century. This monument was built in the 16th century. Springfield became the capital of Illinois in 1837.

He wrote his best novels in the 1990s. He wrote his best novels in the nineties.

She left on the eighteenth of April. She left on April eighteenth. She left on April 18th. She left on April 18.

They arrived in Chicago on July 10, 2011. (pronounced «on the tenth of July / on July tenth, two thousand eleven»)

Money

This bag costs twenty-seven dollars and fifty cents. This bag is \$27.50.

I owe you thirty dollars. You owe me nine hundred hryvnas. Are we even?

These washing machines range in price from \$350 to \$1,200. These washing machines range in price from three hundred fifty to twelve hundred dollars.

The company invested two and a half million U. S. dollars in the project. They invested 2.5 million U. S. dollars in the project. (pronounced «two-point-five million ['yu:'es] dollars»)

Addresses**size of clothes**

Note: Addresses and telephone numbers used as examples in this material (and in the other materials of this site) have been made up.

She lives at 10 Riverstone Street, Apartment 54. (pronounced «ten Riverstone Street, Apartment fifty-four»)

My address is 15 Severnaya St., Apt. 27, Moscow, Russia. (pronounced «fifteen Severnaya Street, Apartment twenty-seven»)

Her address is 32 Lakeview Road, Apt. 3B, Madison, Wisconsin.

Here is his postal address: John Doe, 180 Green Avenue, Apt. 12, Houston, Texas 77013.

He wears size 50 clothes. He wears clothes in size 50. (pronounced «size fifty»)

She wears size 38 shoes. She wears shoes in size 38. (pronounced «size thirty-eight»)

Numbers in compound adjectives before nouns**With a hyphen:**

a five-kilometre bicycle path; a 100-metre dash;

a three-day visit; a two-hour drive; a ten-minute break; a five-year-old child; a 5-year-old child;

No hyphen:

three months' vacation;

two weeks' pay;

four days' work;

ten hours' delay.

a six-story building;

a five-point star;

a 50-dollar bill;

a 60-watt light bulb;

a two-thirds majority;

a three-fourths majority.

two 3 L containers; a 3 m rope; a \$50 bill; a 10% discount; a 10 percent discount; a ten percent discount. (pronounced «two three-litre containers; a three-metre rope; a fifty-dollar bill; a ten percent discount»)

Two numerals next to each other: three 2-litre bottles; three two-litre bottles; two 60-cent stamps; 15 two-page essays; five 10-page reports.

Examples with ordinal numerals: first-rate equipment; a first-aid kit; a second-best option; a second-floor apartment; the second-largest city; the third-largest company; a third-rate product; a third-degree burn.

NUMERALS**A.**

1. She beat the world pole-vault record by ____ cm.

A) fourth

B) first four

C) one fourth

D) one four

2. ____ saw the great gold rush in California.

A) The 1849

B) The year 1849

C) 1849 years

D) The year of 1849

3. John felt very bad during his _____ trip.

A) five-hours

B) five hour

C) five-hour

D) fifth-hour

4. He was born on the _____.

A) 20th of August

B) 20 of August

C) August twenties

D) August 20

5. When Fiona was in her _____, she left her city.

A) thirtieth

B) thirty

C) thirties

D) the thirties

6. Greg was ____ citizen born in the city.
 A) million B) millionth C) millions D) the millionth
7. Can I have three _____ of eggs?
 A) dozen B) dozens C) dozenth D) dozenth of
8. The head of the English monarchy is _____.
 A) Queen, Elizabeth the Second B) Queen, Elizabeth Two C) The Queen 2 Elizabeth
 D) Queen, Second Elizabeth
9. I spent _____ dollars on her to make her a big star.
 A) Thousand B) thousands of C) thousand of D) thousands
10. _____ is still a large amount of money.
 J) A quarter millions dollars B) A quarter-million dollars C) Quarter-million dollars
 D) A quarter-million- dollar
11. _____ journey begins with the first step.
 A) A thousand mile B) Thousand-mile C) A thousand-mile D) A thousand-mile of
12. There are billions of people on earth. –Yes? To be precise, there are 6.7 _____ people on earth.
 A) Billion of B) billion C) billions D) billions of

B.

1. Diana submitted a 6-page / 6-pages document.
2. He ate a 12-inch / 12-inches sandwich for lunch.
3. She is a woman of Type Two face ageing / Type Second face ageing.
4. Four-and-a-half-year-olds / Four and a half years olds are not reasonable about nap time.
5. A programme which lasts half an hour is a half an hour-programme / half-an-hour programme.
6. A lorry which can carry 15 tons is a 15-ton / a 15-tons lorry.
7. An engine with a capacity of 3 1/2 litres is a three-and-half-litre / three-and-half-litre engine.
8. A man whose height is six feet is a 6-feet / 6-foot man.
9. A tank with a capacity of 16 gallons is a 16-gallon / 16-gallons tank;
10. The woman is seventy years old. She is a 70-years old / a 70-year-old woman.
11. The bag weighs five kilos. It's a 5-kilo / 5-kilos bag.
12. My engine is three litres. It's a three-litre / three-litres engine.
13. This restaurant works 24 hours. It is a 24-hour / 24-hours restaurant.
14. The width of the entrance is 2 metres. It is 2-metre-wide / 2-metres –wide entrance.
15. It's a note for fifty pounds. It's a 50-pound / 50-pounds note.

C.

1. The conference lasts two days. It's a _____.
 A) 2-days conference B) 2-day-conference C) 2 day's conference D) 2-day conference
2. A walk which covers eight miles is _____ walk.
 A) a 8-mile B) a 8-miles C) a 8 mile's D) 8 miles
3. A flight which lasts 3 hours is a _____ flight.
 A) three-hours B) three hours C) three hours' D) three-hour's
4. A holiday which takes five weeks is a _____.
 A) 5-weeks holiday B) 5-week holiday C) 5 week's holiday D) 5 week's-holiday
5. _____ is very dangerous for health.
 A) 3-hours sleep B) 3 hours' sleep C) 3-hours' sleep D) 3-hour-sleep

ADJECTIVES

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Adjectives	Positive	Comparative	Superlative
of one syllable add <i>-(er)r/ -(e)st</i>	tall simple	taller simpler	the tallest the simplest
of two syllables ending in <i>-ly, -r, -w</i> add <i>-er/-est</i> or <i>-ier/-iest</i>	easy narrow	easier narrower	the easiest the narrowest
of two or more syllables take <i>more/most</i>	powerful intelligent	more powerful more intelligent	the most powerful the most intelligent

IRREGULAR ADJECTIVES

Positive	Comparative	Superlative
Bad	Worse	Worst
Evil	Worse	Worst
good	Better	Best
Ill	Worse	Worst
Far	farther/further	farthest/furthest
Well	Better	Best
Late	Later	latest (time)
Late	Later	last (position)
little	Less	Least
much	More	Most
many	More	Most
Near	Nearer	Nearest
Old	Older	Oldest
Old	Elder	Eldest

NB

Far has two comparative and superlative forms: *farther/farthest* and *further/furthest*. We use them to talk about distances:

*Chris swam to the **farther/ further** end of the lake.*

Further can also mean 'more' or 'extra'. We cannot use farther in the same way:

For further information, please write to the above address. (= more information)

Old has two comparative and superlative forms: *older/oldest* and *elder/eldest*. We use *elder/eldest* for family members:

*David's **elder** son is studying law at Harvard.*

We cannot use *than* with *elder*.

*He is ~~elder than me~~. He is **older than me**.*

DETERMINERS

less (than), the least We can use <i>less</i> + adjective (+ <i>than</i>) and <i>the least</i> + adjective (+ <i>of/in/etc.</i>) to make negative comparisons:	<i>This film was less successful (than original).</i> <i>It was the least successful of all his films.</i>
far/much/a lot + comparative We use <i>far</i> , <i>much</i> or <i>a lot</i> before a comparative adjective for emphasis. There is little difference in meaning, although <i>far</i> is often stronger:	<i>Bill is far/much/a lot richer than Tom.</i>

the + comparative, the + comparative The structure <i>the + comparative, the + comparative</i> can be used to show that things change or vary together:	<i>The older I get, the more forgetful I become.</i>
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COMPARATIVE STRUCTURES

as ... as, not as/so ... as To say that two things, people, places, etc. are the same or equal in some way, we use <i>as + adjective/adverb + as</i> : To say that two things, people, places, etc. are different, we use <i>not as/so ... as</i> : We cannot use <i>so ... as</i> in affirmative sentences: We can omit the second part of the comparison if it is clear who or what we are talking about: Note: we use <i>as ... as</i> , not <i>as ... so</i> :	<i>He's as tall as Harry.</i> <i>Mary is as tall as Jane but she isn't as tall as Andrew.</i> <i>The café is not as crowded as it was earlier.</i> <i>She worked so hard as Pete.</i> X <i>She worked as hard as Pete.</i> <i>She didn't work so hard as Pete.</i> <i>She didn't work as hard as Pete.</i> <i>She's not as tall (as him/as he is).</i> <i>John didn't do as well as Helen in the exam.</i> <i>John didn't do as well (as her/as she did).</i> <i>Tea isn't as strong so coffee.</i> X <i>Tea isn't as strong as coffee.</i>
as many/much/little/few as We also use <i>as many/much/little/few as</i> in comparisons. Notice that we do not use <i>a</i> : We cannot use <i>more, less</i> or <i>several</i> in the same way.	<i>Bill doesn't have as much money as Anne.</i> <i>If she had as little money as he did, she would think differently.</i> <i>Amy doesn't have as many meals as Fred.</i> <i>If Amy had as few meals as Fred, she would be thinner.</i>
the same (as) <i>Same</i> is followed by the preposition <i>as</i> . We always use <i>the</i> before <i>same</i> : We can use <i>exactly</i> before <i>the same</i> for emphasis:	<i>Their car is the same (as ours).</i> <i>Peter is the same age (as George).</i> <i>Their car is exactly the same (as ours).</i> <i>Peter is exactly the same age (as George).</i>
like and as Note the difference between <i>like</i> and <i>as</i> : We use <i>like</i> to say that things, people, places, etc. are similar: We use <i>as</i> to say what job, duty, use or appearance somebody or something has:	<i>like + noun</i> <i>He runs like the wind.</i> <i>Like the Greeks, Italians use olive oil a lot.</i> <i>like + pronoun</i> <i>My brother is just like me.</i> <i>Like you, I'm not very keen on football.</i> <i>as + noun</i> <i>He works as a doctor.</i> <i>As your teacher, I advise you to work harder.</i> <i>Don't use your shirt as a towel!</i>

ADJECTIVES FOLLOWED BY PREPOSITIONS

<i>Adjectives</i>	<i>Preposition</i>
angry, annoyed, anxious, certain, confident, excited, happy, nervous, pleased, right, sorry, upset	about
amazed, angry, annoyed, bad, excellent, good, hopeless, lucky, skilful, skilled, surprised	at
amazed, amused, bored, impressed, shocked, surprised	by
famous, late, ready, responsible, sorry, suitable	for
absent, different, safe	from
disappointed, interested, involved	in
keen, reliant	on
afraid, ashamed, aware, capable, certain, confident, critical, envious, fond, full, guilty, incapable, jealous, kind, nice, proud, scared, short, stupid, sure, suspicious, terrified, tired	of
accustomed, engaged, friendly, generous, inferior, kind, married, polite, rude, superior, similar	to
friendly, patronising	towards
angry, annoyed, bored, busy, careful, content, crowded, delighted, disappointed, familiar, friendly, furious, happy, occupied, pleased, satisfied	with

NB

Some adjectives can be followed by more than one preposition.

Here are some examples:

angry about = angry because of a situation or action

angry at/with sb = angry because of sb.

SO AND SUCH

Form	Meaning/Use	Example
So		
<i>so</i> + adjective/adverb	very, extremely	<i>It's so hot in here!</i> <i>She could run so fast!</i>
	to such a great degree or amount	<i>Don't look so angry. Don't walk so fast!</i>
<i>so</i> + adjective/adverb (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	<i>The car is so old (that) I can't get any spare parts for it.</i> <i>She drives so fast (that) nobody can keep up with her.</i>
<i>so many/much/little/few</i>	to emphasise the degree or amount of sth	<i>How did you make so much money?</i>
<i>so many/much/little/few</i> (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	<i>There were so many people queuing outside the theatre (that) we went back home.</i>
Such		
<i>such</i> + adjective + plural/uncountable noun	very, extremely	<i>She's got such lovely hair!</i> <i>They're such good friends.</i>
<i>such</i> + adjective + plural/uncountable noun (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	<i>They're such good friends (that) they tell each other everything.</i>

<i>such a/an</i> + adjective + singular noun	very, extremely	<i>It was such a beautiful day!</i>
<i>such a/an</i> + adjective + singular noun (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	<i>It was such a hot day (that) we decided to go for a swim.</i>

TOO AND ENOUGH

Form	Example
<i>enough</i> + noun	<i>Do we have enough cheese for a pizza?</i>
<i>enough</i> + noun + to-infinitive	<i>Do you have enough money to buy the book?</i>
<i>not</i> + adjective/adverb + <i>enough</i>	<i>You're not driving fast enough! We'll be late!</i>
<i>not</i> + adjective/adverb + <i>enough</i> (+ <i>for sb</i>) + to-infinitive	<i>I'm not clever enough to study medicine. She didn't explain it clearly enough for everyone to understand.</i>
<i>too</i> + adjective/adverb	<i>I can't drink this – it's too hot.</i>
<i>too</i> + adjective/adverb (+ <i>for sb</i>) + to-infinitive	<i>The coffee was too hot to drink. He walked too quickly for the children to keep up with him.</i>

ALREADY, YET OR STILL

Form	Example
<p><i>Already</i> affirmative sentences – to refer to something which has happened or may have happened before the moment of speaking; interrogative sentences – typically to express surprise; negative sentences – typically is not used, but can be in if-clauses, negative questions and relative clauses; usually in mid-position (before the verb, after the verb <i>to be</i>) or at the end of the sentence for emphasis.</p>	<p><i>He has already heard the news.</i></p> <p><i>Is it five o'clock already?</i> (The speaker didn't expect it to be so late. It is not a real question; expression of surprise.)</p> <p><i>If you haven't already done it, do it immediately.</i></p> <p><i>Have you finished already?</i></p>
<p><i>Yet</i> commonly in interrogative and negatives sentences to talk about things which are expected but which have not happened; at the end of a sentence or in formal style immediately after <i>not</i>.</p>	<p><i>Is it seven o'clock yet?</i> (The speaker thinks that probably it's almost seven o'clock.)</p> <p><i>I haven't decided yet, I will inform you later.</i></p> <p><i>Apples are not yet ripe.</i></p>
<p><i>Still</i> to refer to the continuation of a situation; usually in mid-position (before the verb, after the verb <i>to be</i>).</p>	<p><i>I still meet my friends from my schooldays now and then.</i></p>

ADVERBS

COMPARATIVE AND SUPERLATIVE ADVERBS

Adverbs	Positive	Comparative	Superlative
having the same form as their adjectives add <i>-er/-est</i>	fast	faster	the fastest

early drops -y and adds -ier/-iest	early	earlier	the earliest
of two syllable or more syllables take more/most	quicckly	more quickly	the most quickly

Irregular adverbs

<i>Adverb</i>	<i>Comparative</i>	<i>Superlative</i>
a lot	more	the most
badly	worse	the worst
far	farther/further	the farthest/furthest
little	less	the least
much	more	the most
well	better	the best

ADVERBS: DIFFERENT FORMS AND MEANINGS

<i>Adverb</i>	<i>Meaning</i>	<i>Example</i>
deep	a long way into or below the surface of sth	<i>The box had been hidden deep into the ground.</i>
deeply	very; very much	<i>We are all deeply grateful.</i>
direct	without stopping or changing direction	<i>We flew direct to Rome.</i>
directly	with no other person/action/process between	<i>You'll be directly responsible to your manager.</i>
	immediately	<i>We left directly after the meeting.</i>
	exactly in a particular position or direction	<i>She looked directly at us.</i>
free	without paying	<i>We got into the cinema free.</i>
freely	without anyone stopping or limiting sth	<i>He comes and goes freely.</i>
hard	using a lot of effort, energy or attention	<i>He always works hard.</i>
hardly	with a lot of force	<i>She pushed the door hard.</i>
	almost not	<i>No, he's not my friend. We hardly know each other.</i>
high	at or to a level high above the ground	<i>He can jump high.</i>
highly	very	<i>He's a highly successful businessman.</i>
	to a high level or standard	<i>It's a highly paid job.</i>
	with admiration	<i>I think highly of you.</i>
last	after everything or everyone else	<i>He came last in the race.</i>
lastly	most recently	<i>When did you last see Eric?</i>
	finally	<i>Lastly, I'd like to thank Mrs Jones.</i>
late	after the usual or arranged time	<i>Do you have to work late today?</i>
lately	recently	<i>Have you seen Natasha lately?</i>
right	correctly	<i>You guessed right.</i>
rightly	justifiably	<i>He was rightly upset.</i>
wide	completely	<i>Open your mouth wide.</i>
widely	in many places or by many people	<i>She has travelled widely.</i>

ADJECTIVES COMPARISONS

1. – Please, give me this bouquet of flowers. I think it is ____ than the rest ones.
– But it's ____ . -Never mind. I'll buy it.
A) beautiful / expensive B) more beautiful / more expensive
C) the most beautiful / most expensive D) most beautiful / most expensive
2. I make ____ mistakes now than last year.
A) few B) fewer C) – D) the fewest
3. You won't find ____ restaurant than this. They'll all be ____ expensive ____ this one.
A) the cheapest / as / as B) a cheaper / as / as
C) a cheaper / as more D) the cheapest / as / more
4. Nancy's car is ____ than mine, but Ben's car is ____ car.
A) the most expensive / more expensive B) more expensive / the most expensive
C) expensiver / expensivest D) most expensive / the more expensive
5. Your essay was ____ than Jim's, but it was ____ than Mary's.
A) better / worse B) gooder / badder C) better / worst D) best / worse
6. A: They look the same size to me. B: No. This one ____ than the other.
A) slightly is bigger B) is slight bigger C) is slightly bigger D) slight is bigger

ADJECTIVE OR ADVERB

A.

7. She touched him on the arm *gentle/ gently*.
8. Heather turned up at the party *unexpected/ unexpectedly*.
9. It's *probable / probably* too late to catch the plane now.
10. The exam was *surprising / surprisingly* easy – everyone passed.
11. There was a *true / truly* beautiful view from the bedroom.
12. Workers are digging *deep / deeply* to build the tunnel.
13. The plane flew *high / highly* above the city
14. They travelled *deep / deeply* into the jungle collecting seeds
15. I'll be there *short / shortly* Wait by the exit!
16. He arrived *late / lately* for work again.
17. The supermarket is quite *near / nearly* our house.
18. She is *high / highly* experienced in her field.
19. It's *hard / hardly* surprising that he failed: he didn't try very hard/hardly.
20. We went *near / nearly* the waterfall and felt the spray on our faces.
21. I've noticed a change in his behaviour *late / lately*.
22. They got in *free / freely*, because James knew the owner.

B.

23. A: When will the fruit be ready to eat? B: It's difficult to ____ .
A) exact say B) say exactly C) say exact D) exactly say
24. A: What did you have to eat? We had sushi and it ____ .
A) wonderfully tasty B) tasty wonderful C) wonderful taste D) tasted wonderful
25. A: Did you see Carl yesterday? – B: Yes, he was behaving in a very ____ .
A) strangely manner B) more strangely manner
C) strange manner D) more strange manner
26. I find people who spit in the street ____ .

- A) offensive B) offensively C) offender D) offence
 27. Her condition improved _____. There was a _____ improvement in her condition.
 A) steady / steadiness B) steadiness / steady
 C) steady / steadily D) steadily / steady
 28. Fleming discovered penicillin _____.
 A) accidentally B) accidental C) accident D) on accident
 29. The boss looked at him _____.
 A) astonishing B) unhappy C) angrily D) hardly

SO/ SUCH

30. Passing my driving test was *so / such* a relief.
 31. We're having *such / such an* awful weather that we can't go for a swim.
 32. We had *so / such a* terrible time that we swore we wouldn't do it again.
 33. She loved him *so / such* deeply that she couldn't bear it when he was away.
 34. There were *so / such* few people there they nearly cancelled the performance.
 35. The film was *so / such a* boring I wanted to leave.
 36. There was *so / such* much noise I could hardly hear myself think!
 37. Joe was *so / such an* angry that he started shouting at me.

ENOUGH/ TOO/ VERY

38. If you've had _____ food, I'll take the plates away.
 A) such B) enough C) very D) too
 39. She doesn't speak Spanish well _____ to order a meal on her own.
 A) such B) so C) very D) enough
 40. That's a _____ beautiful piece of music. What is it?
 A) such B) so C) very D) too
 41. She was speaking _____ fast for us to understand what she was saying.
 A) such B) so C) enough D) too
 42. It seems that she isn't good _____ to be in the team.
 A) such B) so C) very D) enough
 43. Are you _____ or do you want me to switch on the heating?
 A) warm enough B) too warm C) pretty cold D) quite cold
 44. I've made _____ many mistakes in this letter. I think I'll type it again.
 A) such B) so C) very D) too
 45. This is not _____.
 A) a big enough van B) big a enough van
 C) an enough big van D) a van enough big

PRONOUNS

Much / Many / Little / Few	
We use <i>much</i> and <i>little</i> with uncountable nouns:	<i>much time / much luck / little energy / little money</i>
We use <i>many</i> and <i>few</i> with plural nouns:	<i>many friends / many people / few cars / few countries</i>
We use <i>much/many</i> especially in negative sentences and questions. A <i>lot (of)</i> is also possible:	<i>We didn't spend much money. (or We didn't spend a lot of money.)</i> <i>Do you know many people? (or Do you know a lot of people?)</i> <i>I don't go out much. (or I don't go out a lot.)</i>

In positive sentences a <i>lot (of)</i> is more usual. <i>Much</i> is unusual in positive sentences in spoken English:	<i>We spent a lot of money.</i> (not 'We spent much money') <i>He goes out a lot.</i> (not 'He goes out much')
You can use <i>many</i> in positive sentences, but <i>a lot (of)</i> is more usual in spoken English:	<i>A lot of people (or many people) drive too fast.</i>
But note that we use <i>too much</i> and <i>so much</i> in positive sentences:	<i>We spent too much money.</i>
<i>Little</i> and <i>few</i> (without 'a') are negative ideas (= not much/not many):	<i>We must be quick. There is little time.</i> (= not much, not enough time) <i>He isn't popular. He has few friends.</i> (= not many, not enough friends)
You can say <i>very little</i> and <i>very few</i> :	<i>There is very little time.</i> <i>He has very few friends.</i>
Some / Any	
Some A little, a few or small number or amount. We usually use <i>some</i> in positive sentences for countable and uncountable nouns. Sometimes we use <i>some</i> in a question, when we expect a positive YES answer.	<i>I have some friends in London.</i> <i>I usually drink some wine with my meal.</i> <i>Would you like some more tea?</i> <i>Could I have some more sugar please?</i>
Any One, small or all. It is used with negative sentences. When asking questions and when a sentence is grammatically positive, but the meaning of the sentence is negative.	<i>Do you have any ice cream left for me?</i> <i>My brother never does any chores.</i> <i>We use any for both countable and uncountable nouns.</i> <i>Do you have any cheese?</i> <i>He doesn't have any friends in Paris.</i>
Both / Both of / Neither / Neither of / Either / Either of	
We use <i>both/either/neither</i> for two things. You can use these words with a noun (both books, neither book etc.). For example, you are talking about going out to eat this evening. There are two restaurants where you can go. You say:	<i>Both restaurants are very good,</i> (not 'the both restaurants') <i>Neither restaurant is expensive.</i> <i>We can go to either restaurant. I don't mind, (either = one or the other, it doesn't matter which one)</i>
<i>Both of... / neither of... / either of...</i> When you use <i>both/neither/either</i> + of, you always need the... /these/those.../my/your/his/Tom's... (etc.). You cannot say 'both of restaurants'. You have to say 'both of the restaurants', 'both of those restaurants' etc.: You don't need of after <i>both</i> . So you can say:	<i>Both of these restaurants are very good.</i> <i>Neither of the restaurants we went to was (or were-inf.) expensive.</i> <i>I haven't been to either of those restaurants. (= I haven't been to one or the other)</i> <i>Both my parents are from London, or Both of my parents...</i>
You can use <i>both of / neither of / either of</i> + us/you/them:	(talking to two people) <i>Can either of you speak Spanish?</i> <i>I asked two people the way to the station but neither of them knew.</i>
You must say ' <i>both of</i> ' before us/you/them (of is necessary):	<i>Both of us were very tired, (not 'Both us were...')</i>
After <i>neither of...</i> a singular (formal English) or a plural verb (informal English) is possible:	<i>Neither of the children wants (or want) to go to bed.</i>
You can also use <i>both / neither / either</i> alone:	<i>I couldn't decide which of the two shirts to buy. I liked both. (or I liked both of them.)</i> <i>'Is your friend British or American?' 'Neither. She's Australian.'</i> <i>'Do you want tea or coffee?' 'Either. I don't mind.'</i>

Both... and...:	Both Ann and Tom were late. I was both tired and hungry when I arrived home.
Neither... nor...:	Neither Liz nor Robin came to the party. She said she would contact me but she neither wrote nor phoned.
Either... or...:	I'm not sure where he's from. He's either Spanish or Italian. Either you apologise or I'll never speak to you again. Either James or I am to do it.
No / None / Not a / Not any	
No and None: We use <i>no</i> + noun. <i>None</i> is used without any noun after it.	<i>She had no shoes on.</i> <i>No information</i> was given about how the study was conducted. <i>There will be no busses</i> until tomorrow. <i>Have we got any more sugar? There's none</i> in the kitchen. <i>How many cats have you got? – None.</i>
<i>No</i> or <i>none</i> (of) is used instead of <i>not a</i> or <i>not any</i> to emphasize the negative idea in a sentence. <i>No</i> or <i>none</i> of is used but <i>not any</i> can't be used in initial position in a clause or sentence. Note: <i>No</i> and <i>none</i> of are often preferred instead of <i>not any</i> in formal written English.	<i>No force</i> was needed to make them move. (not any force was needed). <i>None of the children</i> was awake. (not any of the children ...).
Not a: <i>Not a</i> is used in a formal or literary style. <i>Not a</i> is also used in initial position in a clause or sentence.	<i>Not a word</i> would she utter about the robbery. <i>Not a sound</i> came from the classroom.
No: After <i>no</i> , a singular noun is used in situations where we would expect one of something, a plural noun where we would expect more than one. Note: Sometimes either a singular or plural with little difference in meaning can be used.	<i>No answer</i> (or answers) could be found. <i>We want to go to the island but there's no boat</i> (or no boats) to take us.
None of: <i>None of</i> can be used with a plural noun and the verb can be either singular or plural, although the singular form is usually more formal. Note: However, when <i>none</i> is used with an uncountable noun, the verb must be singular.	<i>None of the children</i> were awake. (or ...was awake). <i>None of the parcels</i> have arrived yet. (or ... has arrived yet). <i>None of the water</i> was kept in the jar. <i>None of the money</i> has been transferred to Cuba.
No amount of: If we want to give emphasis to <i>no</i> or <i>none of</i> , we can use phrases like <i>no amount of</i> with uncountable nouns and <i>not one</i> (of) with singular countable nouns.	<i>She was so seriously ill that no amount of expensive treatment</i> could cure her. <i>It was clear that no amount of negotiation</i> would bring the employers and workers closer together.
Possessives	
Basic use We use Possessives to express a relation, often the fact that someone has something or that something belongs to someone.	<i>My diary</i> is the diary that belongs to me.
Compare the possessive form of a noun.	<i>Luke's diary</i> <i>our neighbour's birthday</i>

Determiners and pronouns Possessive determiners (sometimes called 'possessive adjectives') come before a noun. Note: A possessive determiner can come after <i>all</i> , <i>both</i> or <i>half</i> , or after a quantifier + <i>of</i> .	<i>my diary</i> <i>our neighbour</i> <i>her birthday</i> <i>NOT the diary of me and NOT the my diary</i> <i>all my money</i> <i>some of your friends</i> <i>a lot of his time</i> <i>one of our neighbours</i>
We leave out the noun if it is clear from the context what we mean. When we do this, we use a pronoun. We say <i>mine</i> instead of <i>my diary</i> .	<i>I'll just look in my diary. – I haven't got mine with me.</i> <i>NOT I haven't got my. and NOT I haven't got the mine.</i> <i>That isn't Harriet's coat. Hers is blue.</i> <i>Whose is this pen? – Yours, isn't it?</i>
A possessive pronoun is often a complement. Note: We can use the possessive form of a noun on its own.	<i>Is this diary yours? NOT IS this diary to you?</i> <i>That isn't my diary – it's Luke's.</i>
But we do not use an apostrophe with a possessive pronoun. NOT <i>your's</i>	We can use <i>yours</i> at the end of a letter, e.g. <i>Yours</i> <i>sincerely/faithfully.</i>

	Determiners		Pronouns	
	Singular	Plural	Singular	Plural
First person	<i>my pen</i>	<i>our house</i>	<i>Mine</i>	<i>ours</i>
Second person	<i>your number</i>	<i>your coats</i>	<i>Yours</i>	<i>yours</i>
Third person	<i>his father</i> <i>her decision</i> <i>its colour</i>	<i>their attitude</i>	<i>his</i> <i>hers</i>	<i>theirs</i>

More / Most / the Most / Most of	
<i>Most</i> = the majority of / the greatest amount of ...	
<i>Most</i> is used in front of a noun if you are talking in general about a large, general group with no determiner.	<i>He hates most vegetables, including green beans!</i> <i>Most people speak two languages in Northern Europe.</i>
<i>Most</i> = very	
<i>Most</i> is used mainly with adjectives of two or more syllables.	<i>You are most generous.</i> <i>It is most annoying.</i>
<i>Most of</i> = the majority of	
<i>Most of</i> is used in front of a determiner (the, my, this/these, that/those ...) or a pronoun (us, you, them) if you are talking about a smaller, more specific group. <i>Most of</i> is also used in front of a proper noun or if you are talking about a specific country or region.	<i>Most of my friends live in the neighborhood.</i> <i>Most of these explanations are not satisfactory!</i> <i>Most of my students learn their lessons regularly!</i> <i>Most of our customers drink Scotch whisky ...</i> <i>Most of England applauded at the birth of the Little Prince!</i>
<i>More</i> = a greater or additional amount or degree	
<i>More</i> is used when we want to speak about a greater or additional amount, degree or number. <i>More...</i> is used to form the comparative form of adjectives or adverbs of not more than 2 syllables.	<i>I think you should have brought more chairs.</i> <i>We need more food.</i> <i>You'll have to be more careful next time.</i>
<i>The most</i> = the greatest degree	

<p><i>The most ...</i> is used to form the superlative form of adjectives or adverbs of more than 2 syllables.</p> <p>Another form of superlative = '<i>most + adjective ...</i>' (= <i>really very ...</i>), with NO article.</p>	<p>He is the most intelligent member of the family!</p> <p>This lecture was most interesting really!</p>
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Other / Another / the Other / the Others	
<i>Others</i> = additional or extra, or alternative, or different types of	
We use <i>others</i> as a pronoun to replace <i>other ones</i> or a plural noun when the noun is known or obvious.	<p>All of these glasses are dirty. Do you have others? (others refers to 'glasses')</p> <p>Some people agree while others are neutral. (others refers to 'other people')</p>
<i>Others</i> is often used in the expression <i>some ... others</i> .	Some books are easy to read, but others are quite difficult.
<i>Another</i> = one more or an additional or extra, or an alternative or different	
When we use the indefinite article <i>an</i> before <i>other</i> , we write it as one word: <i>another</i> .	
We can use <i>another</i> as a pronoun when the noun is known or obvious.	I already had a croissant, but I think I'll have another . (another refers to 'croissant')
We usually use <i>another</i> in affirmative and interrogative statements.	You're finished your beer; would you like another ? (another refers to 'beer')
When used as a pronoun, <i>another</i> takes a singular verb.	Another of her uncles lives in Montreal. (another is the subject of the singular verb 'lives')
<i>The other</i> = the second of two things or people, or the opposite of a set of two	
We use the other to refer back to something which has been mentioned already in the sentence, or to another or the opposite in a set or group.	<p>I have a child in one hand and a puppy in the other. (the other refers to 'hand').</p> <p>I'll take care of this cat, and you can take care of the other.</p>
<i>The others</i> = (the) other group or (the) other people	
<i>The others</i> may also refer to animals.	<p>What are the others up to right now?</p> <p>I'm going to see what the others have to say about this.</p>

PRONOUNS

1. You must learn to defend ____, Tom!

- A) yourself
B) yourselves

- C) himself
D) ourselves

2. I have not got ____ paint.

- A) any
B) some

- C) –
D) many

3. Is this umbrella ____?

- A) to you
B) of you

- C) you
D) yours

4. There were not ____ people at the market yesterday.

- A) many
B) much

- C) a few
D) a little

5. Give that ball to Tom and me. It ____.

- A) is mine
- B) is ours

- C) is theirs
- D) is our

6. There is only ____ water in the glass. Give me some more, please.

- A) many
- B) much

- C) a few
- D) a little

7. We can all get on the bus. There are only ____ passengers on it now.

- A) many
- B) much

- C) a few
- D) a little

8. I have two boys, but ____ of them like pop music.

- A) either
- B) both

- C) no
- D) none

9. Do you walk ____, now that you live in a village?

- A) a lot of
- B) few

- C) very many
- D) more

10. It cost me ____ than I thought it would.

- A) fewer
- B) much

- C) more
- D) a lot

11. Terry is ____.

- A) an old friend of mine
- B) an old friend's

- C) old friend of me
- D) old friend's

12. Since the old lady's husband died, she has been living ____.

- A) herself
- B) on her own

- C) by itself
- D) by her

13. There were ____ people in the queue that it was impossible to get on the bus.

- A) so many
- B) so much

- C) so few
- D) such a lot

14. ____ way is acceptable.

- A) Either
- B) Both

- C) None
- D) All

15. They were all strangers to me. I had met ____ of them before.

- A) all
- B) neither

- C) none
- D) either

16. The man ____ is sitting at this table is my friend.

- A) how
- B) what

- C) who
- D) which

17. ___ house is almost the same as ___ neighbours' house. The only difference in appearance is that ___ is grey and ___ is white.

- A) our / ours / ours / theirs
B) ours / ours / our / their

- C) my / hers / my / her
D) our / our / ours / theirs

18. ___ chapter did you like best?

- A) What
B) Whose

- C) Which
D) That

19. I have bought ___ books for you.

- A) any
B) anyone

- C) some
D) someone

20. ___ Ken ___ Dan had fun at the party.

- A) Neither / nor
B) Either / or

- C) Neither / or
D) Either / nor

21. Why did not you ask ___ to help ___?

- A) somebody / your
B) anybody / you

- C) anyone / yourself
D) somebody / yourselves

22. ___ do you like best – your brother or your sister?

- A) What
B) Who

- C) Which one
D) Whose

23. As ___ is clear to ___, I am not going to say ___ else.

- A) everything / somebody / anything
B) everybody / somebody / anybody

- C) everything / everybody / anything
D) somebody / nobody / something

24. It is very quiet in the office today. There is ___ here. ___ is on holiday.

- A) nobody / Everybody
B) anybody / Everybody

- C) nobody / All of them
D) somebody / Nothing

25. Is there ___ in the room?

- A) anybody
B) someone

- C) somebody
D) nobody

26. This is our new teacher, ___ just started work today.

- A) that
B) who he

- C) which he
D) who

27. "Who did you send a Valentine's card to?"

"I am not telling you, but it was someone ___ name begins with B"

- A) which
B) who her

- C) whose
D) whose her

28. "Have you seen Jason Green's latest film?"

"Is that the one in ___ joins the FBI?"

- A) which he
B) that he

- C) whom he
D) which

29. She is one of the few people to ____ I can really talk.
 A) which C) that
 B) whom D) who
30. This is not ____ book. It must be ____.
 A) my / yours C) his / her
 B) your / she D) yours / mine

MORE/MOST/THE MOST/MOST OF

31. ... students like online learning.
 A. Most B. Most of C. The most
32. They arrested ... them.
 A. the most B. most C. most of
33. Here you can find ... beautiful views in the region.
 A. more B. the most C. most
34. ... the students in my class practice sports.
 A. The most B. Most of C. Most
35. She has ... merits than her sister.
 A. most B. the most C. more
36. She is one of ... experienced teachers in the district.
 A. the most B. more C. most
37. You are ... patient than me.
 A. most B. more C. the most
38. ... the information was useful. Some of it wasn't relevant.
 A. The most B. Most C. Most of
39. There hasn't been much rain. ... rivers are below their normal levels.
 A. Most B. Most of C. The most
40. I wish I could do ... to help.
 A. most B. the most C. more

OTHER/ANOTHER/THE OTHER/THE OTHERS

41. That piece of cake was tasty. I think I'll have
 A. other B. the other C. another
42. I don't like these postcards. Let's ask for
 A. others B. another C. the other
43. Some of the presidents arrived on Monday. ... arrived the following day.
 A. Another B. Others C. The other
44. I'll attach two photos to this email and I'll send ... tomorrow.
 A. others B. another C. the other
45. He had his hat in one hand and a bunch of flowers in
 A. another B. the other C. the others
46. She has two kittens, one is black and ... is all white.
 A. the other B. another C. the others
47. The applications are examined by one committee, then passed on to
 A. the other B. another C. others
48. Ten people belong to the group, and five ... are planning to join.
 A. others B. another C. the other
49. Some people like classical music, while ... prefer jazz.
 A. the others B. others C. the other
50. I don't like this dictionary. Do you have ... ?
 A. the others B. others C. another

VERB TENSES

VERB TENSES	Past	Present	Future
Simple tenses express facts and situations that existed in the past, exist in the present, or will exist in the future.	It snowed yesterday. Did it snow yesterday? It did not snow yesterday. Simple past verb	It snows every winter. Does it snow every winter? It does not snow every winter. Simple present verb	It is going to snow tonight. It will snow this winter. He is installing a new computer program next week. Will / be going to + simple present
Progressive / Continuous tenses are used to talk about unfinished events, processes, events in progress	It was snowing when I drove to work. Was it snowing when I drove to work? It was not snowing when I drove to work. Was/were + -ing verb	It is snowing now. Is it snowing now? It is not snowing now. Am/is/are + -ing verb	It will be snowing by the time I get home. Will it be snowing this time next week? It will not be snowing this time tomorrow. Will be + -ing verb
Perfect Simple expresses the idea that one event happens before another event.	It had already snowed before I left. Had it already snowed before I left? It had not snowed before I left. Had + past participle verb	I have driven in snow many times. Have you ever driven in snow? I have never driven in snow. Have/has + past participle verb	It will have snowed 6 inches by the end of the day. Will it have snowed 6 inches by the end of the day? It will not have snowed 6 inches by the end of the day. Will have + past participle verb
Perfect progressive expresses duration with a result	It had been snowing for two days before it stopped. Had it been snowing for two days before it stopped? It had not been snowing for two days before the sun came. Had been + -ing verb + for/since	It has been snowing all day long. Has it been snowing all day long? It has not been snowing all day long. Has/have been + -ing verb + for/since	It will have been snowing for three days by the time it stops. Will it have been snowing for three days by the time it stops? It will not have been snowing for three days by the time it stops. Will have been + -ing verb + for/since

PRESENT TENSES

Present Simple

Use	Example
Current habits	<i>John walks to work.</i>
Talk about how often things happen	<i>She does not visit us very often.</i>
Permanent situations	<i>Carlo works as a teacher.</i>
States	<i>Do you have an up-to-date passport?</i>
General truths and facts	<i>London is the capital of the UK.</i>

Present Continuous

Use	Example
Actions happening now	<i>Mike is driving to work at the moment.</i>
Temporary series of actions	<i>Taxi drivers are not stopping here because of the roadworks.</i>
Temporary situations	<i>Are they staying at the hotel?</i>
Changing and developing situations	<i>Holidays abroad are becoming increasingly popular.</i>
Annoying habits	<i>You are always leaving your things here.</i>

Present Perfect Simple

Use	Example
Situations and states that started in the past and still are true	<i>She has had her car for over 5 years.</i>
Series of actions continuing up to now	<i>We have travelled by bus, plane, and train – all in last 24 hours.</i>
Completed action without mentioned time	<i>Have you ever been to London?</i>
Completed action where the present result is important	<i>I have booked the tickets.</i>

Present Perfect Continuous

Use	Example
Actions continuing up to the present moment	<i>We have been driving for hours. Can we have a break?</i>
Actions stopping just before the present moment	<i>I am out of breath because I have been running.</i>

PRESENT TENSES

- I'm taking my sister out as she ___ any sun for a long time.
A) hasn't had B) haven't had C) hadn't been D) will have E) shall have
- He ___ ill for three months already.
A) was B) has been C) is D) have been E) were
- Who goes sightseeing?
A) Nina does. B) We shall. C) We did D) I did. E) She has.
- I usually ___ a blouse and jeans at home, but today I ___ on a new dress.
A) wear/have put B) have worn/have put C) wore/has put D) wears/has put E) will wear/put
- What ___ the president ___?
– He ___ a contract.
A) does/do/has signed B) is/doing/is signing C) will/do/was signing
D) is/ going to do/would sign E) shall/do/has been signing
- Look! The cat ___ your cutlet.
A) is eating B) was eating C) eats D) has been eating E) had eaten
- You look pale. You ___ too hard these days.
A) have been working B) worked C) are working D) work E) were working
- What ___ you ___ since I saw you last?
A) do/do B) are/doing C) have/been doing D) did/do E) will/do
- It is 8.30. Ben and Ann ___ breakfast.
A) have B) are having C) is having D) was having E) were having
- She ___ a journalist nowadays.
A) are B) was C) is D) were E) am

11. You ___ always ___ your things. Put them into your bag.
A) are/losing B) – /lost C) have/lost D) shall/have been losing E) had/lost
12. What place ___ the youth of our country occupy in all branches now?
A) did B) shall C) is D) does E) will
13. I ___ home for lunch on Mondays. I have lunch in the canteen.
A) didn't go B) was going C) don't go D) doesn't go E) will not go
14. Westminster Abbey is the ancient old church in which the coronation ceremonies of almost all English kings and queens ___ place.
A) will take B) was taken C) was taking D) is taking E) have taken
15. This is the most interesting film I ___ ever _____.
A) didn't/see B) was/seen C) have /saw D) have/seen E) had/seen
16. "Nobody ___ in that country," said Pinocchio to his friend.
A) don't learn B) are learning C) learns D) doesn't learn E) learn
17. "Little boy", said a man, "why do you carry that umbrella over your head? It ___ and the sun ___".
A) rains/isn't shining B) doesn't rain/shines C) isn't raining/isn't shining
D) is raining/is shining E) isn't raining/don't shine
18. – Who often has dinner at the canteen?
A) – I did. B) – We do. C) – He had. D) – They have. E) – She will.
19. I ___ never ___ him before.
A) – /met B) – /meet C) have/met D) has/met E) – /meets
20. The weather is awful, it ___ all day.
A) rains B) is raining C) rained D) has rained E) has been raining
21. It is 2 o'clock. I ___ afraid I ___ late.
A) was/am B) shall be/am C) am/am D) was/was E) am/wasn't
22. The milk is hot I ___ on it to make it cold.
A) am blowing B) blow C) is blowing D) blew E) had blown
23. ___ this engineer work at the Ministry of Foreign Affairs.
A) Do B) Does C) Has D) Had E) Shall
24. He ___ never ___ him sing.
A) had ___ heard B) has ___ heard C) have ___ heard D) was ___ hearing E) is ___ hearing
25. Look! There ___ a man sitting at the first table near the door. He ___ at us.
A) was/looks B) had been/looked C) were/had looked D) is/is looking E) is/was looking
26. These engineers always ___ in the office and _____.
A) stayed/learn B) stay/learn C) stays/learns D) have stayed/learned E) stay/learned
27. It's the happiest evening I ___ ever _____.
A) had B) have had C) has D) has had E) had had
28. While ___ to school we always ___ a bus.
A) going/take B) went/take C) shall go/will take D) had gone/took E) goes/takes
29. We don't like him because he always ___ lies.
A) tell B) were telling C) tells D) are telling E) has told
30. She ___ at school since 1984.
A) teach B) has been teaching C) taught D) was teaching E) have taught

PAST TENSES

Past Simple

Use	Example
Single completed actions	<i>We played a game and he won.</i>
Habits in the past	<i>Did you collect stamps when you were a child?</i>

Permanent situations in the past	<i>A famous actress lived in this house.</i>
General truths and facts about life	<i>Space exploration started in the middle of the 20th century.</i>
The main events in a story	<i>The referee blew a whistle and Tom passed the ball.</i>

Past Continuous

Use	Examples
Actions happening at a particular moment in the past	<i>At 5 o'clock I was doing my homework.</i>
Temporary situations in the past	<i>John was living in London at the time.</i>
Annoying past habits (with <i>always</i>)	<i>My brother was always breaking my toys when we were kids.</i>
Actions in progress over a period of time	<i>Dan was playing video games all morning yesterday.</i>
Two actions in progress over a period of time	<i>He was reading while his wife was cooking dinner.</i>
Background information in a story	<i>The sun was shining, the birds were singing when she opened the window.</i>

Past Perfect Simple

Use	Examples
Situations and states before in the past	<i>We had lived next to the gym for a month before I decided to join.</i>
Completed actions before in the past	<i>I had already bought a game before I saw it was cheaper in the next store.</i>
Completed actions where the important thing is the result at the moment in the past	<i>We did not feel like playing computer games because we had finished a long game of Monopoly.</i>

Past Perfect Continuous

Use	Examples
Actions continuing up to the moment in the past	<i>When you saw us, we had been running for 6 miles.</i>
Actions stopping just before the moment in the past	<i>Sarah looked tired because she had been exercising all morning.</i>

PAST TENSES

- She never ____ to eat soup.
A) didn't like B) like C) had liking D) would not like E) liked
- "I'll drink tea from this tin mug." "Where ____ you ____ it?"
A) did/find B) do/find C) did/found D) were/found E) are/found
- It was dark and cold. At one moment he thought that he ____ his way.
A) lost B) will lose C) had lost D) was lost E) loses
- I didn't know anyone in the city where I ____ to get.
A) did try B) was trying C) would try D) have tried E) shall try
- Why ____ you go to the plant? – I ____ no time.
A) do/had B) will/have C) did/hadn't D) didn't/hadn't E) didn't/had
- A policeman ____ me crossing the street yesterday.
A) seen B) saw C) has seen D) will see E) had seen
- Arthur ____ all his exams by 5 o'clock yesterday.
A) passed B) passes C) has passed D) has been passed E) had passed
- He evidently ____ his shoes for a very long time. They were worn-out.
A) were wearing B) are wearing C) had been wearing
D) was wearing E) had been worn
- So, the invisible man ____ into the shop and ____ down.

- A) comes/walked B) didn't come/walk C) came/walked
D) will come/walked E) comes/would walk
10. – We were at the theatre 2 days ago. The performance was excellent.
– Who ___ the leading part?
A) did play B) play C) played D) would play E) has played
11. I ___ want to play Scrabble because we ___ just ___ a game of Monopoly.
A) wasn't/was/playing B) didn't/had/played C) hadn't/did/played
D) did/was/playing E) had/were/playing
12. His father ___ a doctor and he ___ to make his son a doctor, too.
A) was/wants B) were/wanted C) will be/would want
D) was/wanted E) were/wanted
13. During his school years Cronin ___ great interest in literature.
A) take B) took C) has taken D) had taken E) would take
14. He ___ the box yesterday, because he had to do it.
A) would open B) had opening C) have opened D) opens E) opened
15. While the gentlemen ___ the recent events, the ladies ___ about the weather.
A) discuss/talk B) are discussing/was talking C) being discussed/being talked
D) were discussing/were talking E) have discussed/have talked
16. She ___ you a letter three weeks ago.
A) had sent B) has sent C) sent D) send E) was sending
17. When he ___ home I ___ him the book.
A) came /shall show B) comes/showed C) has come/has shown
D) came/showed E) was coming/shall show
18. They ___ breakfast at 7 and ___ home at eight.
A) have/left B) had/left C) had/leave D) have/leaves E) had/had left
19. Long ago people ___ little about those minerals.
A) had known B) known C) will know D) knew E) have known
20. The dentist ___ two of his teeth. One of them ___ quite good.
A) pulls out/are B) pull out/was C) pulled out/was
D) pull out/was E) pulled out/were
21. I couldn't imagine what ___ to her.
A) had happened B) has been happened C) will happen
D) has been happening E) happens
22. He felt that he ___ it wrong.
A) has made B) made C) will make D) was made E) had made
23. I ___ my homework when my mother came.
A) already did B) have already done C) had already done
D) has already done E) already do
24. Turning I found my father sitting beside me on the sofa. I said "How ___ you ___ here?"
A) do/get B) did/get C) does/get D) was/getting E) has/been getting
25. Last summer we ___ a trip to Houston.
A) made B) has made C) are making D) shall make E) will be making
26. He ___ barely ___ of him until that evening.
A) had/heard B) has/heard C) was/heard D) did/hear E) didn't/hear
27. She ___ in Tashkent five years ago.
A) had lived B) lived C) has lived D) live E) have lived
28. We ___ English, so I know it a little.
A) were learning B) learned C) learns D) should learn E) were learnt

29. Yesterday at this time it ____.

A) had snowed B) snows C) snowed D) was snowing E) had been snowing

30. We ____ he ____ ill.

A) did not know/was B) knew/am C) knew/will be D) had known/is E) were known/be

FUTURE TENSES

Expressing future: future simple

Use	Example
Offers and suggestions	<i>I will help you with your studies, if you like.</i>
Requests	<i>Will you help me with my studies?</i>
Facts about future	<i>The website will come online next week.</i>

Expressing future: be going to

Use	Example
Plans and intentions	<i>I am going to be a famous lawyer one day.</i>
Predictions based on present evidence	<i>It sounds like the plane is going to take off in a few minutes.</i>

Expressing future: present continuous

Use	Example
Arrangements made before the moment of speaking	<i>Are they installing new devices next week?</i>

Expressing future: present simple

Use	Example
Timetables, fixed events	<i>The bus leaves at 8.00 tomorrow morning.</i>
After <i>if</i> in first and zero conditionals	<i>If technology continues to advance, life will become easier.</i>
After certain time expressions: as soon as / before / after / till / until / while / once	<i>We will find out as soon as we come to the lab.</i>

Expressing future: future continuous

Use	Example
Actions in progress at a point in the future	<i>This time next week, I will be taking my exam.</i>
Habits or repeated actions at a point in the future	<i>In the future, we will be flying around using jet-packs.</i>

Expressing future: future perfect simple

Use	Example
Actions which are completed at a point in the future	<i>I will have finished my homework by the time you come.</i>

Expressing future: future perfect continuous

Use	Example
Actions in progress up to a point in the future	<i>At seven o'clock I will have been doing my homework for three hours.</i>

FUTURE TENSES

1. I ____ to start a new life tomorrow.

A) to be going B) am going C) will go D) is going E) were going

2. Mark ____ to school next year.

A) was going B) goes C) will go D) would go E) will be go

3. This time tomorrow they ____ dinner.
 A) have B) are having C) will have D) having had E) will be having
4. – What's happened to your hair? Your mother ____.
 A) didn't like B) liked C) likes D) would like E) won't like
5. I ____ if you come too late tomorrow.
 A) will be sleeping B) will sleep C) sleep D) am sleeping E) was sleeping
6. Be quick or we ____ for school.
 A) are late B) is late C) have been late D) will be late E) will not be late
7. What ____ you ____ next Sunday?
 A) were doing B) have done C) are doing D) are done E) were done
8. I think I ____ a cassette recorder and use it in class.
 A) buy B) am buying C) will buy D) would buy E) bought
9. We ____ for Niagara tomorrow.
 A) are leaving B) have left C) left D) had to leave E) will be left
10. I'll ask him what he ____ for lunch.
 A) was having B) are having C) would have D) should have E) will have
11. Who ____ for a walk tomorrow?
 A) go B) will go C) didn't go D) doesn't go E) went
12. They ____ their English exam at this time tomorrow.
 A) will take B) will be taking C) would take D) is taking E) take
13. My boss ____ some V. I. P's tomorrow.
 A) will be received B) is receiving C) will have received D) receive E) has received
14. Ask him when the engineers ____ finish the talks.
 A) will B) would C) had D) have E) do
15. He ____ to learn French next year.
 A) was going B) is going C) are going D) will be going E) will be going
16. All the children ____ on an excursion next week.
 A) go B) went C) have gone D) will go E) has gone
17. ____ you ____ at 6 tomorrow?
 A) will/sleep B) were/sleeping C) will/be sleeping D) do/sleep E) are/sleeping
18. I will be back by 6 and I hope you ____ a good sleep by that time.
 A) will have had B) will have C) would have D) have had E) had had
19. This time tomorrow we ____ probably ____ fishing.
 A) are/will B) – /will C) will/be D) will/– E) do/are
20. What ____ you ____ at 6 tomorrow?
 A) will/do B) was/doing C) will/be doing D) is/doing E) will/have done
21. By the end of the first term we ____ many English books.
 A) will be read B) read C) will have read D) have read E) will read
22. He ____ for you at 7 in the evening next Sunday.
 A) was waiting B) were waiting C) will be waiting D) have waited E) had been waited
23. I ____ them some money if they ____ me for.
 A) send / ask B) sent / asked C) will send / will ask D) would send / ask E) will send / ask
24. If I ____ shopping I ____ some food tomorrow.
 A) went / will buy B) go / buy C) am going / would buy
 D) go / will buy E) had gone / would buy
25. We ____ for a walk if the weather ____ fine.
 A) will go / will be B) go / is C) will go / is D) go / will be E) goes / will be
26. Mike ____ certainly if he ____ not busy.
 A) comes / is B) will come / will be C) will come / is D) comes / will be E) come / will be

27. I ___ next week if I can ___ a train ticket.

- A) go / get B) will go / got C) went / got D) will go / get E) was going / get

28. I ___ happy if I ___ the university.

- A) will be / will enter B) am / will enter C) am / enter D) will be / enter E) was / enter

29. Our fate is in her hands now. If she ___ tickets we ___ away.

- A) has bought / would fly B) buys / will fly C) buy / fly

D) bought / fly E) bought / would have flown

30. If you ___ in their talk they ___.

- A) don't interfere / will quarrel B) didn't interfere / have quarrelled

- C) doesn't interfere / will quarrel D) interfere / should have quarrelled E) interfere / are quarrelling

USED TO / WOULD + BARE INFINITIVE

To talk about past only

Used to	Would
<i>About past habits, repeated actions and states which no longer happen</i>	<i>About past habits, repeated actions which no longer happen</i>
When I was young, my granny used to take me to the park for a walk. I used to have a house near the river.	When I was young, my granny would take me to the park for a walk. I would have a house near the river. (<i>state</i>)
<i>Grammar forms</i>	
<i>Statement</i> I used to train two times a week.	I would train two times a week.
<i>Negative</i> I didn't use to train two times a week. I never used to train two times a week. I used not to train two times a week.	I would never train two times a week. (only with <i>never</i>)
<i>Question</i> Did I use to train two times a week?	—

1. When I was a child I ___ like peanuts.

- A) didn't use to B) wouldn't C) both are correct

2. In the morning he _____ sit on the front porch and read.

- A) used to B) would C) Both are possible

3. Which sentence is NOT correct?

A) I would go shopping with her every Friday.

B) I would have very blond hair.

C) She would call me after class to chat.

4. I _____ wear glasses when I was at university.

- A) Didn't use to B) wouldn't C) both are correct

5. When the weather was bad, I _____ stay home and read comic books.

- A) Used to B) would C) Both are possible

MODALS

Modal verb + infinitive (without "to")

Verb	Equivalent	Present	Past	Future
Can	Be able to	Can Am/Is/are able to	Could Was/were able to	-- Will be able to

Must	Have to Be to	Must Have/has to Am/is/are to	-- Had to Was/were to	-- Will have to Will have to
May	Be allowed to	May Am/is/are allowed to	Might Was/were allowed to	-- Will be allowed to
Should	--	Should	--	--
Ought to	--	Ought to	--	--
Need (to)	--	Need/needs (to)	Needed (to)	Will need (to)

MEANING (ABILITY, PERMISSION, ADVICE, NECESSITY)

Meaning	Verb	Example
Ability, possibility	Can	He <i>can/can't</i> speak English.
Necessity	Must (strong importance / personal obligation) Have to (duty/obligation due to circumstances) Need (to)	All children <i>must</i> go to school. I <i>have to</i> get up early on weekdays. My bedroom <i>needs</i> painting
Permission	May (most polite) Could (more polite) Can	You <i>may</i> use my pen. <i>Could</i> I see the doctor, please? <i>Can</i> I take your book?
Certainty	Must/Can't/Couldn't (certainty / near certainty) Should/Ought to (probability) May/Might/Could (possibility)	The lights are turned off. He <i>must</i> be sleeping. These <i>can't/couldn't</i> be the pills. You <i>should/ought to</i> feel better, as you get some rest. It <i>may/might/could</i> snow tomorrow.
Advice	Should/Ought to	You <i>should/ought to</i> see a doctor.

MODALS

- You _____ open the windows. I'm cold.
A) shouldn't B) can't C) mustn't D) needn't
- It is late. I _____ go now.
A) have to B) can C) may D) ought
- What a pity you _____ go now to catch the last train.
A) have B) must C) may D) need
- You _____ take this book, I don't need it now.
A) may B) could C) might D) must
- A horse _____ go twice as fast as an elephant.
A) have to B) can C) is to D) should
- We _____ begin before 5. We cannot begin later because that's the time arranged.
A) may B) are to C) could D) should
- He _____ cook dinner himself. He doesn't need anyone to help him.
A) must B) need C) may D) can
- She _____ not go to the railway station to see him off as she was busy.
A) must B) could C) need D) should
- You _____ take an umbrella. It isn't going to rain.
A) cannot B) shouldn't C) needn't D) mustn't

10. She _____ play in the concert last night as she hurt her hand.
A) cannot B) shouldn't C) needn't D) couldn't
11. The ambulance _____ to arrive in some minutes because a student broke his leg in the gym-hall.
A) will have B) is C) must D) is able
12. Last week I _____ to attend classes because I had a cold.
A) wasn't able B) couldn't C) shouldn't D) hadn't
13. The bus has gone and we _____ walk home.
A) were able to B) needed C) had to D) should
14. She _____ be at the university now.
A) can B) has to C) is able to D) must
15. Must I do it now? No, you _____.
A) shouldn't B) needn't C) mustn't D) haven't
16. You _____ to phone them.
A) ought B) may C) should D) must
17. You _____ stay at my place. I allow you to do so.
A) must B) might C) should D) may
18. You _____ meet her on your way home.
A) should B) may C) have to D) are able to
19. A: I have some heart problems. B: You _____ see a doctor.
A) need B) should C) have to D) ought
20. You will _____ cook dinner as I feel bad today.
A) should B) have to C) must D) be able to
21. You _____ write to him as he will be here tomorrow.
A) ought not B) needn't C) cannot D) must not
22. _____ you switch off the light, please?
A) May not B) Should C) Could D) Must not
23. He _____ go to cinema because he knows that I am waiting for him.
A) couldn't B) must C) had to D) needn't
24. Children _____ taught to respect their elders.
A) should be B) are to be C) have to D) mustn't be
25. This application _____ sent tomorrow.
A) should be B) must C) ought to D) should not
26. We can't wait any longer! Something _____ immediately.
A) should do B) had to be done C) ought to do D) must be done
27. The children _____ go for a walk after they finish doing their homework.
A) have to B) will be able to C) ought not D) couldn't
28. We hope that our sportsmen _____ show good results in future.
A) can B) cannot C) will be able to D) are not able to
29. She _____ to ask him about it.
A) mustn't B) shouldn't C) ought not D) should
30. _____ you tell me her address?
A) Couldn't B) Can C) Cannot D) Might

THE PASSIVE

The passive is formed:

noun + be (in the correct form) + past participle (+ by / with + noun)	
Present simple am/is/are + past participle	Active They <i>clean</i> the office every day. Passive The office <i>is cleaned</i> every day.

<u>Present continuous</u> <i>am/is/are + being + past participle</i>	<i>Active</i> They are cleaning the office now. <i>Passive</i> The office is being cleaned now
<u>Present perfect</u> <i>has/have + been + past participle</i>	<i>Active</i> They have already cleaned the office. <i>Passive</i> The office has already been cleaned .
<u>Past simple</u> <i>was/were + past participle</i>	<i>Active</i> They cleaned the office yesterday. <i>Passive</i> The office was cleaned yesterday.
<u>Past continuous</u> <i>was/were + being + past participle</i>	<i>Active</i> They were cleaning the office at 6:00 this morning. <i>Passive</i> The office was being cleaned at 6:00 this morning.
<u>Past perfect</u> <i>had + been + past participle</i>	<i>Active</i> They had cleaned the office before we arrived. <i>Passive</i> The office had been cleaned before we arrived.
<u>will future (Future simple)</u> <i>will + be + past participle</i>	<i>Active</i> They will clean the office tomorrow. <i>Passive</i> The office will be cleaned tomorrow .
<u>be going to (future)</u> <i>is/are going to + be + past participle</i>	<i>Active</i> They are going to clean the office. <i>Passive</i> The office is going to be cleaned .
<u>Future perfect simple</u> <i>will + have + been + past participle</i>	<i>Active</i> They will have cleaned the office by the end of the day. <i>Passive</i> The office will have been cleaned by the end of the day.
<u>Modals</u> <i>modal + be + past participle</i>	<i>Active</i> They should clean the office. <i>Passive</i> The office should be cleaned .
<u>Modals + perfect infinitive</u> <i>modal + have + been + past participle</i>	<i>Active</i> They should have cleaned the office by now. <i>Passive</i> The office should have been cleaned by now.
<u>Verb + to infinitive</u> <i>verb + noun + to be + past participle</i>	<i>Active</i> They want to clean the office. <i>Passive</i> They want the office to be cleaned .
<u>- ing (gerund)</u> <i>verb + being + past participle</i>	<i>Active</i> He hates people keeping him waiting. <i>Passive</i> He hates being kept waiting.

The passive is used:

Use	Example
When the person or people who do the action (the agent) are: – unknown (to avoid using a general subject, e.g. <i>they, people, someone</i>) – obvious from the context – unimportant	<i>The car was stolen at approximately 1.30 p.m.</i> (More natural than <i>Someone stole the car.</i>) <i>A man was arrested in town yesterday for stealing a car.</i> <i>The suspect will be interviewed.</i>
To emphasise new information (which appears at the end of the sentence)	<i>The suspect was interviewed by Detective Smith.</i> <i>This type of weapon was developed by the Americans.</i>
When the action itself is more important than the agent (as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.)	<i>Several houses were destroyed in the earthquake.</i>
To avoid starting clauses with long expressions	<i>We were surprised by the number of people trying to leave the city for the long weekend.</i> More natural than <i>The number of people trying to leave the city for the long weekend surprised us.</i>

To be impersonal and avoid saying who performs or is responsible for an action	<i>Oil and gas are found beneath the ground or sea. I've been told not to say anything. A page was torn out of my book.</i>
To use a formal style (official announcements, scientific texts, etc.)	<i>All passengers are required to present their ticket to the inspector.</i>
NB NOT normally used in the passive : - intransitive verbs (without objects), such as <i>appear, arrive, die, grow, happen, laugh, sleep, walk, work, stand up, speak</i> , etc., and some common transitive verbs , in particular many state verbs, such as <i>consist, deserve, look, mind, realize, suit, have, exist, seem, fit, suit, resemble, let, lack</i> , etc. are (be allowed to is used instead of let); - present perfect continuous, past perfect continuous, future continuous and future perfect continuous tenses; Verbs <i>hear, make, see</i> + to infinitive , e.g. <i>I was made to clean my room by Mum.</i> To say who performed the action, use ' by ' + the agent . To say what the agent used, use ' with ' + instrument / material / ingredient .	

REPORTING WITH PASSIVES / IMPERSONAL PASSIVE CONSTRUCTIONS

We use **special forms** of the **passive** to report what people say, think, etc., or what is said by an unspecified group of people.

Form	Common verbs	Example
noun + passive verb + to-infinitive/perfect infinitive (personal construction)	<i>agree, assume, believe, claim, consider, estimate, expect, feel, find, guarantee, know, mean, presume, regard, report, say, suppose, think, understand</i>	<i>Tourism is expected to become a major part of the country's economy.</i>
There + passive verb + to be/to have been (impersonal construction)		<i>There are reported to have been a record number of accidents on the roads this year.</i>
It + passive verb + that clause (impersonal construction)	<i>accept, agree, argue, assume, believe, calculate, claim, consider, estimate, expect, feel, know, presume, report, say, suggest, suppose, think, understand</i>	<i>It is thought that the new railway will provide employment opportunities for local people.</i>

THE CAUSATIVE

HAVE / GET something DONE

noun + have/get in the correct form + noun (object/thing) + past participle + by/with + noun	
Actions we arrange for other people to do for us (= we don't have to do it ourselves, somebody else does it for us)	<i>Did you finally get your bike fixed? You ought to get your blood pressure checked. We had a large wedding cake made. We've just had the air-conditioning installed. We are having a new cooker put in tomorrow.</i>

Can be used instead of the passive to refer to unpleasant situation which hasn't been arranged (e.g. accidents, misfortunes, and other negative and not intended things)	<i>I had my wallet stolen last night.</i> = My wallet was stolen last night. <i>He had his house broken into last week.</i> <i>We had our herb garden vandalised while we were away.</i>
NB in this case we USE have but NOT get	

HAVE somebody + DO something / GET somebody + TO DO/ something

noun + have + noun (object/person) + bare infinitive noun + get + noun (object/person) + full infinitive	
Use this pattern to refer to the person we arrange (i.e. make, persuade or cause) to do something for us	<i>I'll have my assistant bring / get my assistant to bring you a copy.</i> <i>Why don't you get the chef to prepare / have the chef prepare you a vegetarian meal?</i>
NB <i>get</i> + object (somebody) + full infinitive (to do something) = to persuade sb else to do sth <i>make</i> + object (somebody) + bare infinitive (do something) = to insist that sb do sth	<i>Did you get Alex to drive you all the way to London?</i> <i>Mum made us do all our homework before going to the park.</i>
Form: noun + get + past participle	
Use this pattern to mean "become"	<i>She got dressed and went downstairs.</i>

THE PASSIVE

- Look! The bridge _____.
A) is being repaired B) is been repaired C) has being repaired D) repaired
- The problem _____ for three years, but they haven't got any results.
A) has been studied B) has being studied C) was studied D) is studied
- You can't come in. She _____ for the TV.
A) is interviewed B) interviews C) is being interviewed D) was interviewed
- One thousand people _____ by the company.
A) employ B) employed C) are employed D) are employing
- There's someone behind us. I think _____.
A) we are following B) we are being followed
C) we are followed D) we are being following
- I couldn't answer the questions I _____ at the interview last month.
A) have asked B) have been asked C) was asked D) was being asked
- It _____ to us how the accident had happened.
A) is explained B) was explained C) was explaining D) had explained
- Everything _____ before you came.
A) is done B) was done C) has done D) had been done
- I had an unpleasant feeling that I _____.
A) watched B) was watched C) have been watched D) was being watched
- The construction of a new stadium _____ next year.
A) would be completed B) will be completed C) is completed D) is going to complete

11. The work on the project _____ when I returned.
 A) had been finished B) has been finished C) had finished D) is finished
12. He _____ at the moment by the doctor.
 A) is examining B) was examined C) is being examined D) has been examined
13. She _____ in her apartment for three days already.
 A) was locked B) locked C) has been locked D) is locked
14. It is a pity that you didn't mention those facts while the matter _____.
 A) was being discussed B) had been discussed C) has been discussed D) would be discussed
15. Next month, my parents will _____ for twenty years.
 A) marry B) have married C) be married D) have been married
16. A: Who's going to meet him at the airport?
 B: He _____ by our ambassador.
 A) is going to be met B) will have been met C) is going to meet D) has gone to meet
17. What a pity, John won't come. He _____ about the meeting beforehand.
 A) should have been told B) should be told C) should has been told D) should tell
18. This application _____ last week.
 A) should be sent B) must be sent C) ought to have been sent D) should have sent
19. A: Where did you put the notice about the event?
 B: On the main notice board so it _____ by everyone.
 A) can see B) can be seen C) can to be seen D) can to see
20. Mars is the first planet _____.
 A) to discover B) was discovered C) to be discovered D) to have been discovered
21. A: Laura's aunt gave her a trip to New York for her birthday.
 B: Wow! I'd love _____ such a fantastic birthday present.
 A) to be given B) be given C) been given D) was given
22. The authorities will make him pay all his debts. He _____ pay all his debts.
 A) is going to be B) will be made C) was made to D) will be made to
23. Margaret _____ to be a very kind person.
 A) have been known B) is known C) is been known D) knows
24. It _____ that the mayor would approve the new project.
 A) was expected B) is expected C) has expected D) has been expected
25. Istanbul _____ one of the world's most interesting cities.
 A) said to be B) is said to be C) told to be D) was said be
26. He is considered _____ the most famous lawyer.
 A) being B) is C) to be D) be
27. Global warming is thought _____ by pollution.
 A) to be caused B) is caused C) being caused D) caused
28. You will need _____ for your passport.
 A) having a photograph took B) to have a photograph taken
 C) be having a photograph took D) have a photograph take
29. A: Did you hear what happened to Thomas?
 B: Yes. He _____ yesterday.
 A) had broken his house B) his house was broken into
 C) got broken into his house D) had his house broken into
30. A: Why didn't Bill join us on Thursday?
 B: He _____ his knee X-rayed.
 A) was having B) having C) has D) had had

INFINITIVE / -ING FORM

Infinitive/-ing form (the use of the infinitive, the use of the -ing form, the use of the bare infinitive, verbs taking the *to* infinitive or the -ing form with a change in meaning, participles, the infinitive constructions)

Tenses of the Infinitive		
The infinitive has four tenses in the active and two in the passive.		
	Active Voice	Passive Voice
Present	(to) play	(to) be played
Present Continuous	(to) be playing	
Perfect	(to) have played	(to) have been played
Perfect Continuous	(to) have been playing	
Active		
The present infinitive refers to the present or future:	<i>I hope to see you tomorrow.</i>	
The present continuous infinitive expresses an action happening now:	<i>He appears to be suffering from a cold.</i>	
The perfect infinitive is used to show that the action of the infinitive happened before the action of the verb. It is used with verbs such as: <i>seem, appear, believe, know, claim, expect</i> and <i>modal verbs</i> :	<i>He claims to have won the lottery.</i>	
The perfect continuous infinitive is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb:	<i>She seems to have been working very hard. All the work is finished</i>	
Passive		
present infinitive: (to) be + past participle	<i>Ian hopes to be chosen for class president.</i>	
perfect infinitive: (to) have been + past participle	<i>Sue appears to have been seen breaking into the house.</i>	
Forms of the Infinitive corresponding to verb tenses		
Tenses of the <i>-ing</i> form		
	Active Voice	Passive Voice
Present	Playing	being played
Present Continuous		
Perfect	having played	having been played
Perfect Continuous		
The simple <i>-ing</i> form refers to the present or future.	<i>Stealing is wrong.</i>	
The perfect <i>-ing</i> form shows that the action of the <i>-ing</i> form happened before the action of the verb.	<i>He admitted having lied to his wife</i>	
We can use the simple <i>-ing</i> form instead of the perfect <i>-ing</i> form with no difference in meaning.	<i>He denied having stolen/stealing the important documents.</i>	
The <i>to</i> infinitive is used:		
to express purpose:	<i>She went to the butcher`s to buy some chicken.</i> <i>They`ve decided to recycle the litter.</i>	
after certain verbs (<i>agree, appear, decide, expect, hope, plan, promise, refuse, etc.</i>):	<i>I would love to go out for dinner with you Ted.</i>	
after <i>would like, would prefer, would love</i> , etc to express a specific preference:		

<p>after adjectives which describe <i>feelings/emotions</i> (<i>happy, sad, glad</i>, etc.); express <i>willingness/ unwillingness</i> (<i>willing, eager, reluctant</i>, etc.); refer to a <i>person's character</i> (<i>clever, kind</i>, etc.) and the adjectives <i>lucky</i> and <i>fortunate</i>:</p> <p>Note: With adjectives that refer to character we can also use an impersonal structure:</p> <p>after <i>too/enough</i>:</p> <p><i>to talk about an unexpected event, usually with only</i>:</p> <p>with <i>it + be + adjective/noun</i>:</p> <p>after <i>be + first/second/next/last</i> etc:</p> <p>after verbs and expressions such as <i>ask, learn, explain, decide, find out, want, want to know</i>, etc, when they are followed by a question word:</p> <p>Note: <i>why</i> is followed by subject + verb, NOT an infinitive:</p> <p>in the expressions <i>to tell you the truth, to be honest, to sum up, to begin with</i>, etc:</p>	<p><i>I was glad to be home. He's eager to help us. She's fortunate to have found a new job.</i></p> <p><i>It was kind of you to invite us for lunch.</i></p> <p><i>It was too noisy to work. She's not fit enough to run the marathon.</i></p> <p><i>He arrived at the office only to find that it was closed.</i></p> <p><i>It was difficult to explain the problem.</i></p> <p><i>She was the last person to leave the classroom. John didn't explain how to install the program.</i></p> <p><i>I wonder why Fred left the company.</i></p> <p><i>To tell you the truth, I didn't agree with the proposal.</i></p>
The Infinitive without <i>to</i> is used:	
<p>after <i>modal verbs</i>:</p> <p>after the verbs <i>let, make, see, hear</i> and <i>feel</i>:</p> <p>BUT we use the <i>to infinitive</i> after <i>be made, be heard, be seen</i>, etc. (passive form):</p> <p>Note: When <i>see, hear</i> and <i>watch</i> are followed by an <i>-ing</i> form, there is no change in the passive.</p> <p>after <i>had better</i> and <i>would rather</i>:</p> <p>in the expressions <i>used to</i> and <i>be supposed to</i>:</p>	<p><i>Bill can repair the bicycle.</i></p> <p><i>They made me work on Saturday.</i></p> <p><i>He was made to work on Saturday.</i></p> <p><i>Mark saw me hiding the surprise birthday present. I was seen hiding the surprise birthday present.</i></p> <p><i>You had better take notes during the lecture. When I was younger, I used to fight with my brother.</i></p>
The <i>-ing</i> form is used:	
<p>as a noun:</p> <p>after certain verbs: <i>admit, appreciate, avoid, continue, deny, fancy, go</i> (for activities), <i>imagine, mind, miss, quit, save, suggest, practise, consider, prevent</i>:</p>	<p><i>Eating chocolate isn't good for your teeth.</i></p> <p><i>Leo suggested walking in the park.</i></p>

<p>after <i>love, like, enjoy, prefer, dislike, hate</i> to express general preference:</p> <p>BUT for a specific preference (<i>would like/would prefer/would love</i>) we use a to infinitive:</p> <p>after expressions such as <i>be busy, it's no use, It's (no) good, It's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble</i>, etc:</p> <p>after <i>spend, waste or lose (time, money, etc)</i>:</p> <p>after the preposition <i>to</i> with verbs and expressions such as <i>look forward to, be/get used to, in addition to, object to, prefer (doing sth to sth else)</i>:</p> <p>after <i>other prepositions</i>:</p> <p>after the verbs <i>hear, listen to, notice, see, watch</i> and <i>feel</i> to describe an incomplete action:</p> <p>BUT we use the <i>infinitive without to</i> with <i>hear, listen to, notice, see, watch</i> and <i>feel</i> to describe the complete action:</p> <p>REMEMBER! <i>Help</i> can be followed by either the <i>to</i></p>	<p><i>Christine loves making crafts.</i></p> <p><i>She'd love to go to a peaceful holiday resort.</i></p> <p><i>There's no point in complaining when we have no other choice.</i></p> <p><i>Joseph spends all his free time drawing.</i></p> <p><i>Harry is looking forward to spending the weekend in the mountains.</i></p> <p><i>She is interested in acting at the theatre.</i></p> <p><i>I watched them rehearsing for the play. (I only watched part of the rehearsal.)</i></p> <p><i>I watched them rehearse for the play. (I watched the whole rehearsal.)</i></p> <p><i>They helped me (to) write the invitations.</i></p>
<p>infinitive or the infinitive without to .</p> <p>If two to infinitives are linked by <i>and</i> or <i>or</i>, the to of the second infinitive can be omitted.</p> <p>If a verb is followed by a preposition, the preposition will appear at the end of the sentence.</p> <p>We can use <i>to</i> in order to avoid repeating a verb clause.</p>	<p><i>I would prefer to stay at home and revise for my test.</i></p> <p><i>I used a fountain pen to write my article with.</i></p> <p><i>I've never eaten sushi, but I'd love to.</i></p>
<p>The subject of the infinitive:</p> <ul style="list-style-type: none"> • is omitted when it is the same as the subject of the main verb. <i>They want to go to New Zealand.</i> (The subject of the main verb (<i>want</i>) and the infinitive (<i>go</i>) is the same (<i>they</i>).) • is not omitted when it is different from the subject of the main verb. The subject of the infinitive comes before the infinitive and can be an object pronoun (<i>me, you, them</i>, etc.), a name (<i>Cathy</i>) or a noun (<i>the man</i>). <i>He wants her to clean up the mess.</i> (The subject of the main verb (<i>want</i>) is <i>he</i>, whereas the subject of the infinitive <i>clean up</i>) is <i>her</i>.) <p>The subject of the -ing form can be an object pronoun, a possessive adjective, a name or a possessive case when it is different from the subject of the main verb.</p> <p><i>I remember him/his/Sam/Sam's graduating from medical school.</i></p> <p>Verbs taking either the to infinitive or the -ing form with a change of meaning</p>	

forget + to infinitive = (not) remember	<i>He forgot to lock his car.</i>
forget + -ing form = not recall	<i>She'll never forget meeting the President.</i>
remember + to infinitive = not forget	<i>I hope you remember to bring your tennis racquet with you.</i>
remember + -ing form = recall	<i>I remember telling you about the accident last night.</i>
mean + to infinitive = intend to	<i>I meant to call Pete last night, but I forgot.</i>
mean + -ing form = involve	<i>My new job will mean travelling abroad every month.</i>
regret + to infinitive = be sorry to (normally used in the present simple with verbs such as <i>say, tell, inform</i>)	<i>We regret to inform you that your flight has been delayed.</i>
regret + -ing form = feel sorry about	<i>I regret not going to university.</i>
try + to infinitive = do one's best, attempt	<i>He must try to organise his time.</i>
try + -ing form = do something as an experiment	<i>You should try taking some vitamins.</i>
stop + to infinitive = stop briefly to do something else	<i>He stopped to buy some batteries for his MP4 player.</i>
stop + -ing form = finish, give up	<i>We must stop wasting our earth's natural resources.</i>
Too/Enough	
Too has a negative meaning and shows that something is more than enough or necessary. It appears before adjectives or adverbs and is followed by a full infinitive. <i>This exercise is too difficult for the students to solve.</i> (NOT: ... to solve it.)	Enough has a positive meaning and shows that there is as much of something as is wanted or needed. It appears before nouns but after adjectives or adverbs and is followed by a full infinitive. <i>There are enough leaflets to give out to everyone.</i> <i>She is experienced enough to lead the group.</i>
Remember!	
Enough also appears in negative sentences to show that more of something is wanted or needed. <i>I don't have enough apples to make an apple pie.</i> (= I need more apples.) It is never used before an adjective. Instead we use <i>quite</i> or <i>fairly</i> . <i>She's quite active.</i>	
Participles	
<ul style="list-style-type: none"> • Present participles (verb + -ing) describe what someone or something is. <i>It was an exciting story.</i> (How was the story? Exciting.) • Past participles describe how somebody feels. <i>The children are excited about our trip to Disneyland.</i> (How do they feel? Excited.) 	
Remember!	
The participle and the rest of the sentence must refer to the same subject. <i>While playing a game on my computer, I heard a loud knock at the door.</i> (NOT: <i>While playing a game on my computer, a loud knock was heard at the door.</i>)	
The Objective Infinitive Construction	
The Objective Infinitive construction is a construction in which the Infinitive is in predicate relation to a noun in the Common Case or to a pronoun in the Objective case. It performs the function of a Complex Object in the sentence. This construction can be used after the following categories of verbs:	

Verbs of sense perception – <i>to see, to hear, to watch, to notice, to observe</i> , etc. The bare Infinitive is used here. Remember: The construction is not used after the verb <i>to see</i> in the meaning of understand It is also not used after the verb <i>to hear</i> in the meaning to be aware of something	<i>I heard him mention my name</i> <i>I saw she could not realize what had happened.</i> <i>I heard that your brother had got married.</i>
Verbs of mental activity – <i>to consider, to expect, to mean, to think, to believe, to presume</i> , etc.	<i>I consider them to be good specialists.</i>
Verbs denoting wish – <i>to want, to wish, to desire, would like</i> , etc.	<i>I want you to come.</i>
Verbs of compulsion – <i>to order, to make, to force, to compel, to cause</i>	<i>He ordered a ship from Holland to be delivered to the harbour.</i>
Verbs of allowance – <i>to allow, to permit, to let</i> , etc.	<i>She allowed our luggage to be left at her place.</i>
Verbs expressing feelings and emotions – <i>to like, to love, to dislike, to hate, cannot stand</i> , etc.	<i>I hate people to be late.</i>
Remember: The construction with the Infinitive usually expresses a completed action The construction with the Participle expresses an action in progress	<i>I saw her enter the room</i> <i>I saw her entering the room.</i>
Remember: after the verbs <i>to make, to let, to have</i> bare Infinitive used:	<i>He made them work.</i>

Subjective Infinitive Constructions

The **Subjective Infinitive Construction** (traditionally called the Nominative-with-the-Infinitive Construction) is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case.

The Subjective Infinitive Construction is used with the following groups of verbs in the Passive Voice : With verbs denoting sense perception: <i>to see, to hear, to feel</i> , etc.	<i>They were seen to leave the house early.</i>
With verbs denoting mental activity: <i>to think, to consider, to know, to expect, to believe, to suppose</i> .	<i>They are known to be good friends.</i>
With the verb <i>to make</i> .	<i>I was made to drink some hot milk.</i>
With verbs <i>to say</i> and <i>to report</i> .	<i>The pilot is reported to have started on his flight early in the morning.</i>
The Subjective Infinitive Construction is also used with the word groups <i>to be likely, to be sure, and to be certain</i> .	<i>I think he is very likely to stay a week or two.</i> <i>He is sure to marry her.</i>
The Subjective Infinitive Construction is used with the following pairs of synonyms: <i>to seem</i> and <i>to appear</i> ; <i>to happen</i> and <i>to chance</i> , <i>to prove</i> and <i>to turn out</i> .	<i>The weather appears to be changing.</i>

ING-FORM / INFINITIVE

1. He admitted ____ the car but denied ____ it by himself.
A) stealing / doing B) to steal / doing C) stealing / to do D) to steal / to do
2. How do you feel if someone laughs at you? I hate people ____ at me.
A) laughed B) laughing C) being laughed D) to be laughed
3. We often hear her ____ at concerts.
A) sings B) singing C) sang D) to sing
4. Mother wants him ____ to the country during the summer.
A) goes B) go C) to go D) will go
5. ____ many books on history helps school children to get knowledge about the past of different nations.
A) read B) reads C) has read D) reading
6. As well as ____ I like ____ .
A) running/walking B) run/walk C) run/walked D) running/walked
7. He warmed himself by ____ hot tea.
A) drinking B) drank C) drunk D) to drink
8. It's very pleasant ____ on the beach in summer.
A) lie B) to lie C) lay D) lain
9. – I hope my dream will come true this year.
– And what do you dream of?
– Oh, I dream of ____ a law school and ____ a lawyer.
A) to enter / to become B) enter / become C) entering / becoming D) entered / become
10. ____ English is the best way of ____ it.
A) speak / learn B) speaking / learning C) to speak / to learn D) spoke / learning
11. She dreams of her son's ____ a director of the company.
A) becoming B) is becoming C) become D) became
12. Why didn't you try ____ yourself a job?
A) found B) have found C) finding D) to find
13. Nobody heard her ____ English.
A) spoke B) speaks C) speak D) was speaking
14. We stopped at the motorway services ____ something to eat.
A) to get B) to have got C) was getting D) getting
15. I'm not really interested in ____ to the University.
A) go B) went C) going D) being gone
16. This article is worth ____ .
A) reading B) read C) to read D) has read
17. In winter he spends much time in the mountains, he is fond of ____ .
A) to skate B) skated C) skating D) to be skated
18. The street was full of people ____ and ____ home.
A) laughed / gone B) laughing / going C) having laughed / go D) to laugh / to go
19. ____ a foreign language you can ____ great opportunities in your life.
A) know / have B) knowing / to have C) knowing / have D) knows / having
20. On ____ the classroom the teacher asked the pupil on duty "Who is absent?"
A) entering B) entered C) to enter D) be entering
21. Working in the garden it is pleasant ____ to music.
A) listening B) listened C) to listen D) after listening
22. You are lucky you have not got a child ____ .
A) to look after B) should look after C) looking after D) having looked after

23. He usually left us without ____ a word.
A) to say B) saying C) say D) having been said
24. The horse ____ the race ____ the winner of the same event two years ago.
A) led / was B) leading / is C) leading / was D) to lead / was
25. His mother was against his ____ football.
A) play B) was playing C) playing D) to play
26. Miss Benson was looking forward to ____ the title role in the new play.
A) play B) playing C) to be played D) played
27. My friends need ____ English
A) learns B) to learn C) to have learned D) to be learned
28. When I came into the room she stopped ____ TV.
A) watching B) watch C) watched D) on watching
29. It's never too late ____ .
A) being learned B) not to learn C) to learn D) learning
30. I like ____ the people happy.
A) to have made B) made C) making D) having made
31. She is believed ____ about everything
A) to instruct B) to be instructed C) to have been instructed D) to have instructed
- 32) We expected the partners ____ on a number of issues.
A) agree B) to agree C) to be agreeing D) agreeing
- 33) He ____ to arrive in the evening.
A) is likely B) likely C) to be likely D) be likely.
- 34) She ____ to know much about research work.
A) seem B) to seem C) seems D) is seeming
- 35) The delegation ____ in the capital already.
A) reports to arrive B) to be reported to be arrived C) is reported arrive D) is reported to have arrived

CONDITIONALS

	Use	If clause condition	Main clause (result)
Type 0: general truth or a scientific fact	something which is always true	Present (Simple, Continuous, Perfect) If something happens... 1. <i>If the food is out of date...</i> 2. <i>If I've drunk...</i> 3. <i>If you are talking...</i>	Present (Simple, Continuous, Perfect) ...the result is true. 1. <i>...I don't eat it.</i> 2. <i>...I don't drive.</i> 3. <i>...I can't concentrate.</i>
Type 1: real present/ future	real or likely conditions in the present or future and their results in the present and future	Present (Simple, Continuous, Perfect) If something happens... 1. <i>If you study...</i> 2. <i>If he doesn't call you...</i> 3. <i>If you've come to class...</i> 4. <i>If we win...</i>	Future, imperative, can, must, might, may ... the result will be true. 1. <i>... you will pass the exam.</i> 2. <i>... tell me immediately.</i> 3. <i>... the exam is going to be easy.</i> 4. <i>... we'll be celebrating soon.</i>

Type 2: unreal present/ advice	present or future hypothetical or unreal situations	Past (Simple, Continuous) If something happened... 1. <i>If I won the lottery...</i> 2. <i>If you weren't talking...</i> 3. <i>If I were you...</i>	would/could/might + simple infinitive ...the result would be true. 1. <i>...I would buy a yacht.</i> 2. <i>...I could concentrate.</i> 3. <i>... I might wait before taking a decision.</i>
Type 3: unreal past	past hypothetical or unreal situations	Past Perfect (Simple, Continuous) If something had happened... 1. <i>If you had come to class...</i> 2. <i>If he hadn't been wearing a helmet...</i>	would/could/might + have + Past Participle ...the result would have been true. 1. <i>... you would have passed the exam.</i> 2. <i>... he could have died.</i>
Mixed Conditionals	a past hypothetical or unreal situation with a present result	Past Perfect (Simple, Continuous) If something had happened... 1. <i>If I had won the lottery...</i> 2. <i>If I hadn't been wearing a helmet...</i>	would/could/might + simple infinitive ...the result would be true. 1. <i>... now I would be rich.</i> 2. <i>...I might be dead now.</i>
	a present hypothetical or unreal situation with a past result	Past (Simple, Continuous) If something happened... 1. <i>If I spoke German more fluently...</i> 2. <i>If I wasn't a woman...</i>	would/could/might + have + Past Participle ...the result would have been true. 1. <i>... I might not have had such problems.</i> 2. <i>...they would have given me the job.</i>

CONDITIONAL SENTENCES WITH *WISH* / *IF ONLY*

Meaning	Form		Use	Example
Wish / regret about present	I WISH/ IF ONLY	+ Past tense	We use wish and if only to talk about things that we would like to be different in the present or the past.	<i>I wish I had an umbrella.</i> <i>I wish I could fly.</i>
Regret about the past		+ <i>could</i> + bare infinitive		
		+ Past Perfect	We can use wish/if only + a past perfect form to talk about something we would like to change about the past.	<i>I wish I had known that Ann was ill. (I didn't know that.)</i>
Expressing annoyance		+ subject + <i>would</i> + bare infinitive	We can use wish + would(n't) to show that we are annoyed with what someone or something does or doesn't do. We often feel that they are unlikely or unwilling to change.	<i>I wish it would stop raining.</i>

CONDITIONAL EXPRESSIONS

Word or phrase	Meaning	Use	Example
UNLESS	= if not	used to say that something can only happen or be true in a particular situation	<i>You won't get paid for time off unless you have a doctor's note.</i>
IN CASE	= because something might happen	if something happens or in preparation for when something happens	<i>Bring a map in case you get lost.</i>
SO LONG AS/ AS LONG AS	= if (to emphasize the condition)	used to say that one thing can happen or be true only if another thing happens or is true	<i>You can play in the living room as long as you don't make a mess. So long as there is a demand for these drugs, the financial incentive for drug dealers will be there.</i>
PROVIDING (THAT)/ PROVIDED (THAT)		used to say what must happen or be done to make it possible for something else to happen	<i>They may do whatever they like provided that it is within the law.</i>
BUT FOR	=if it were not for	used to introduce the reason why something didn't or did happen	<i>But for the traffic, I would have been here an hour ago.</i>
IN THE EVENT OF SOMETHING/ IN THE EVENT THAT SOMETHING HAPPENS	= if something happens	if something happens	<i>In the event that the performance is canceled, you can get your money back.</i>
SUPPOSING (THAT)/ SUPPOSE (THAT)	= if (imagining a situation)	used at the beginning of a sentence or clause to mean what would happen if	<i>Suppose we miss the train – what will we do then?</i>
ASSUMING (THAT)	=only if/on the assumption that	accepting that something is true without being sure about it	<i>Assuming that all goes well, how long is the project expected to take?</i>
ON (THE) CONDITION THAT	=only if	only if	<i>I'll come to the party on the condition that you don't wear those ridiculous trousers!</i>

CONDITIONALS

ZERO TYPE

1. If you ____ faith in something, you ____ in something you cannot prove.

A) have / believe

B) will have / believe

C) will have / will believe

D) have / will believe

2. If you ___ ice, it ___.

- | | |
|--------------------------|---------------------|
| A) will heat / will melt | C) heat / melts |
| B) will heat / melts | D) heat / will melt |

3. The grass ___ wet if it ___.

- | | |
|---------------------|-------------------------|
| A) gets / rains | C) will get / will rain |
| B) will get / rains | D) get / rain |

4. If public transport ___ efficient, people ___ using their cars.

- | | |
|--------------------------|---------------------|
| A) is / will reduce | C) is / reduce |
| B) will be / will reduce | D) will be / reduce |

5. If you ___ water, it ___ solid.

- | | |
|------------------------------|--------------------------|
| A) will freeze / will become | C) will freeze / becomes |
| B) freeze / become | D) freeze / becomes |

CONDITIONALS

TYPE 1

1. When it ___ this winter, we ___ skiing.

- | | |
|------------------|----------------------|
| A) snow / go | C) snows / shall go |
| B) snowed / went | D) snowed / had gone |

2. If you ___ wisely, you ___ cheerfully.

- | | |
|------------------------------------|---------------------------------------|
| A) command / will be obeyed | C) commanded / would have been obeyed |
| B) had commanded / would be obeyed | D) command / will obey |

3. The British people think, if you ___, tea ___ you.

- | | |
|-------------------------------|------------------------------------|
| A) were depressed / cheers | C) shall be depressed / will cheer |
| B) are depressed / will cheer | D) have been depressed / cheered |

4. I ___ my work in time if you ___ me.

- | | |
|--------------------|----------------------|
| A) shall do / help | C) should do / helps |
| B) do / will help | D) have done / help |

5. They are expecting us. They will be disappointed if we ___.

- | | |
|-----------------|----------------|
| A) won't come | C) didn't come |
| B) haven't come | D) don't come |

6. If you ___ till half past six, you ___ dinner at about eight.

- | | |
|--------------------------------|-----------------------------|
| A) are working / will have | C) will working / will have |
| B) will be working / will have | D) working / will be having |

7. He ___ the picture if it ___ him.

- | | |
|------------------------------|----------------------------|
| A) will buy / impress | C) will buy / impresses |
| B) would buy / would impress | D) will buy / will impress |

8. If you ___ Oxford, you ___ some interesting old buildings.

- | | |
|--------------------------|-----------------------|
| A) will visit / will see | C) visited / will see |
| B) visit / see | D) visit / will see |

9. We ___ if they ___.

A) shall not be against / come

B) are not against / will come

C) were not against / will come

D) haven't been against / come

10. If you ___ properly, you ___ any problems with the test next week.

A) will revise / don't have

B) had revised / won't have

C) will revise / won't have

D) have revised / won't have

CONDITIONALS

TYPE 2

1. If I ___ you, I ___ it.

A) am / regretted

B) am / regrets

C) were / wouldn't regret

D) is / didn't regret

2. If Helen ___ anywhere in the world, she ___ in India.

A) lived / live

B) live / would live

C) could live / would live

D) didn't live / would live

3. ___ you really ___ me if I ___ away?

A) Would/ follow/ go

B) Will/ follow/ am going

C) Would/ follow/ went

D) Will/ follow/ would have gone

4. If I were you I ___ patiently.

A) shall wait

B) wait

C) would wait

D) waited

5. If you ___ the Prime Minister what ___ you ___ in this situation?

A) are / would / have done

B) were / would / do

C) will be / will / do

D) have been / are / doing

6. If I ___ the car myself, I ___ you use it.

A) needed / would let

B) don't need / would let

C) didn't need / wouldn't let

D) didn't need / would let

7. If he ___ generous, he ___ the poor.

A) would be / would help

B) is / would have helped

C) was / will help

D) was / would help

8. If you ___ at a plant, ___ up early?

A) were working / would you have to get

B) worked / would you got

C) were working / were you getting

D) working / will you get

9. I am sure Mike will lend you some money. I ___ surprised if he ___.

A) will be / refused

B) am / refused

C) would have been / refused

D) would be / refused

10. If I ___ you, I ___ learning French next year.

A) am / start

B) was / shall start

C) am / should start

D) were / should start

3. If you ____ these pills yesterday, you ____ well now.
 A) had taken / would be C) had taken / had been
 B) took / would be D) took / will be
4. If I had gone to the party last night, I ____ tired now.
 A) will be C) would be
 B) am D) were
5. She didn't know if the letter ____ by the time she ____.
 A) would be delivered / will come C) will be delivered / came
 B) would deliver / comes D) would have been delivered / came
6. If he ____ English well, he ____ the article without difficulty yesterday.
 A) knew / would have translated C) has known / will have translate
 B) know / had translated D) would know / will translate
7. If you ____ harder last year, you ____ English well now.
 A) worked / had known C) had worked / would know
 B) work / will now D) will work / know
8. If you ____ harder, you ____ more money and you ____ to buy a car.
 A) have worked / would earn / could C) had worked / would earn / will be able
 B) had worked / would have earned / would be able D) has worked / would have earned / could
9. If you ____ your swimming suit, you would be able to go for a swim now.
 A) don't leave C) will not leave
 B) were not leaving D) hadn't left
10. If I had a mobile phone, I ____ you last night.
 A) called C) would call
 B) had called D) would have called

WISH / IF ONLY

1. I wish ____ here now.
 A) she were C) she will be
 B) her were D) she is
2. If only ____ me yesterday!
 A) you helped C) you had helped
 B) you have helped D) you help
3. I wish you ____ laughing at him! CHOOSE TWO CORRECT OPTIONS.
 A) stop C) stopped
 B) would stop D) will stop
4. If only I _____ all the cake!
 A) have not eaten C) did not eat
 B) had not eaten D) not eaten

5. I wish I ___ in time yesterday evening! It could change many things.

- A) had come
B) have come

- C) came
D) did come

6. He wishes he ___ enough money to buy that car.

- A) has
B) had

- C) will have
D) is having

7. She wishes ___ making quarrels. CHOOSE TWO CORRECT OPTIONS.

- A) they would stop
B) them would stop

- C) they will stop
D) they stopped

8. If only I ___ on holiday.

- A) am
B) will be

- C) were
D) have been

9. He wishes he ___ a celebrity.

- A) is
B) was

- C) will be
D) has been

10. If only I ___ to help you!

- A) was able
B) am able

- C) will be able
D) have been able

CONDITIONAL EXPRESSIONS

1. I'll lend you the money _____ that you pay me back by Friday

- A) in case C) on condition
B) even if D) unless

2. You can use my computer _____ you promise to be careful. CHOOSE TWO CORRECT OPTIONS.

- A) provided C) as long as
B) unless D) in case

3. You cannot use my computer _____ you promise to be careful.

- A) provided C) as long as
B) unless D) only if

4. _____ you found a wallet with money in it. What would you do?

- A) As long as C) Even if
B) Unless D) Suppose

5. We're going for a trek tomorrow _____ it doesn't rain. CHOOSE TWO CORRECT OPTIONS.

- A) unless C) even if
B) providing D) as long as

6. We're going for a trek tomorrow _____ it rains.

- A) unless C) in case
B) providing D) as long as

7. Only members can go in. CHOOSE TWO OPTIONS WITH THE SAME MEANING.

- A) Unless you are a member, you can't go in. C) You can go in whether or not you are a member.
B) You can go in even if you are a member. D) You can go in only if you are a member.

8. Take my card _____ you need to contact me.

- A) on condition that C) as long as
B) in case D) even if

9. You can download the software _____ you accept the Terms and Conditions. CHOOSE TWO CORRECT OPTIONS.

- A) even if C) only if
B) whether or not D) on condition that

10. You can offer as much as you want, I'll never work for you. CHOOSE THE OPTION WITH SIMILAR MEANING.

- A) Even if you offer a lot of money C) Unless you offer a lot of money
B) Provided you offer a lot of money D) As long as you offer a lot of money

PREPOSITIONS

PREPOSITIONS OF TIME

Preposition	Use	Example
<i>At</i>	with clock times and points of time in the day with holiday periods in some phrases	<i>at nine o'clock, at 6.35</i> <i>at midnight, at noon, at dawn, at lunchtime, at night</i> <i>at Christmas, at Easter, at Ramadan</i> <i>at the weekend/at weekends, at the moment, at present, at the time, at the beginning, at the end, at last, at times</i>
<i>In</i>	with the main parts of the day with years, months, seasons and centuries for things that will happen at the end of the period mentioned	<i>in the morning, in the afternoon, in the evening</i> <i>in 2011, in March, in (the) winter, in the twentieth century</i> <i>in an hour, in a couple of minutes, in a week, in a moment</i>
<i>On</i>	with dates and specific days	<i>On 8 August, on Tuesday, on Fridays, on weekdays, on New Year's Day, on Christmas Day, on Wednesday morning, on a fine day, on the day of arrival</i>
<i>By</i>	means 'before or not later than the point in time mentioned'	<i>We must finish by Monday.</i>
<i>Until</i>	means up to the point in time mentioned'	<i>I'll be at the library until noon.</i>
<i>During</i>	means 'from the beginning to the end of a period in time' or 'at some point in a period in time'	<i>He worked as a waiter during the summer. (= all through the summer) She fell asleep during the lecture. (= at some point in the lecture)</i>

PREPOSITIONS OF PLACE

Preposition	Use	Example
<i>At</i>	<ul style="list-style-type: none"> – shows an exact position or particular place where sb/sth is or where sth is happenng – in some phrases 	<i>There was a huge queue at the bus stop.</i> <i>at the top/bottom, at the corner, at the crossroads, at home, at school, at work at Brenda's, at the wedding/funeral, at 18 Hill Street, at the door, at the North Pole</i>
<i>In</i>	<ul style="list-style-type: none"> – at a point within an area or a space; into sth (e.g. a container) – in some phrases 	<i>No running is allowed in the building. I'm in the living room.</i> <i>The photos are in that box over there. We arrived in the US on Wednesday. (But; We arrived at the station at six.)</i> <i>in an armchair, in bed, in the centre, in the country, in the world, in hospital, in prison, in the centre of town, in the north/south, in the middle, in the sky, in town, in London/Europe, in Hill Street (but at 18 Hill Street)</i>
<i>On</i>	<ul style="list-style-type: none"> – touching or forming part of a surface – in some phrases 	<i>The laptop's on my desk.</i> <i>There was a portrait of her on the wall.</i> <i>on the beach, on an island, on the coast, on board, on a cruise, on an excursion, on a trip, on a tour, on Earth, on a stool, on a farm, on a mountain, on the radio, on TV, on page 3, on the pavement, on a screen, on top of sth, on the corner (e.g. I hit a knee on the corner of the table), on the left/right, on the second floor</i>
<i>Under</i>	at a lower level than sth or covered by sth	<i>The dog hid under the bed.</i> <i>She was holding a purse under her arm.</i>
<i>Over</i>	above or higher than sth, without touching it	<i>You can hang that painting over the sofa.</i>
<i>Above</i>	in a higher position than sth else	<i>They live in the apartment above ours.</i>
<i>Near</i>	only a short distance from sb or sth	<i>Do you live near here?</i>
<i>Next to</i>	close to sb or sth, with nothing in between	<i>She sat next to her husband.</i>
<i>Beside</i>	next to or very close to the side of sb or sth	<i>Come and sit beside me.</i>
<i>By</i>	beside or near sth	<i>She stood by the window.</i>
<i>In front of</i>	further forward than sb or sth	<i>He sits in front of me at school.</i>
<i>Behind</i>	at or towards the back of sb or sth	<i>She hid behind the door.</i>
<i>Between</i>	in or through the space that separates two things, people or places	<i>He sat between Nick and Amanda.</i>
<i>Among</i>	in or through the middle of a group of people or things	<i>We saw a small hut among the trees.</i>
<i>Opposite</i>	facing sb or sth	<i>There's an Internet café opposite the library.</i>

PREPOSITIONS OF MOVEMENT

Preposition	Use	Example
<i>Into</i>	Towards the inside or inner part of sth	She came <i>into</i> the room. I saw him going <i>into</i> the shop. Get back <i>into</i> bed.
<i>Onto</i>	Moving to a position on a surface, area or object	He walked <i>onto</i> the stage.
<i>Out of</i>	Away from the inside of sth	Get <i>out of</i> my room! He walked <i>out of</i> the office.
<i>To</i>	Towards/in the direction of sb/sth	I returned <i>to</i> England last month. I'm going <i>to</i> Room 3 for a seminar.
<i>From</i>	Starting at a particular place or position	What time did he come home <i>from</i> school?
<i>Towards</i>	Moving, looking, facing, etc. in the direction of sb/sth	He noticed two policemen coming <i>towards</i> him. All the windows face <i>towards</i> the river.
<i>Up</i>	Towards a higher place or position	Let's walk <i>up</i> the hill.
<i>Down</i>	Towards a lower place or position	She fell <i>down</i> the stairs.
<i>Over</i>	From one side of sth to the other side of it	The man jumped <i>over</i> the fence.
<i>Along</i>	From one place on sth such as a line, road or edge towards the other end of it	They were driving <i>along</i> Willow Road.
<i>Across</i>	From one side of sth to the other	He swam <i>across</i> the river.
<i>Through</i>	Into one side or end of an entrance, passage, hole, etc. and out of the other side or end	The burglars must have got in <i>through</i> the window.
<i>Past</i>	Up to and beyond a person or place, without stopping	She walked right <i>past</i> me.
<i>Off</i>	Down or away from a place	I fell <i>off</i> my bike. The boy jumped <i>off</i> his bed.

PREPOSITIONS

- Wreckage from the plane was scattered _____ a wide area.
A) over B) from C) on D) at
- The toilet is straight _____ that door, then _____ the stairs on the left.
A) through / up B) opposite / from C) next to / over D) across / down
- He shared his property _____ his daughter and his sister.
A) among B) between C) amongst D) within
- She was standing laughing _____ a crowd of fans.
A) among B) between C) within D) next to
- She got married _____ her childhood sweetheart.
A) – B) with C) at D) to
- I dreamt _____ you last night.
A) with B) off C) about D) for
- Sometimes I dream _____ running away to a farm.
A) – B) about C) of D) on

8. I was in hospital _____ two weeks _____ the semester.
A) for / during B) for / for C) since / in D) since / during
9. Turkey has entered _____ a new trade agreement with Germany.
A) to B) with C) – D) into
10. When I entered _____ the room everybody was speaking loudly.
A) – B) into C) to D) in
11. You can borrow my dictionary, but I must have it back _____ Monday.
A) by B) until C) till D) to
12. If you are _____ the North Pole, every direction is south.
A) against B) in C) on D) at
13. They moved the chair because it was _____ their way.
A) at B) on C) off D) in
14. We drove about _____ taxis all day.
A) by B) in C) on D) with
15. They may have come _____ an earlier train.
A) on B) by C) with D) in
16. _____ Denmark, teachers are _____ the best-paid workers.
A) At / between B) In / among C) In / between D) In / in
17. His efforts resulted _____ success.
A) in B) for C) from D) with
18. His illness resulted _____ bad food.
A) in B) from C) with D) for
19. Wrap your scarf _____ your neck to keep warm.
A) of B) with C) at D) around
20. The car had been left _____ the side of the road.
A) up B) with C) at D) in
21. He's sitting _____ the front of the car.
A) at B) on C) over D) in
22. They found it _____ the bottom of the sea.
A) at B) in C) on D) upon
23. The museum will be open _____ half past eight _____ five o'clock.
A) at / to B) from / till C) till / at D) of / until
24. As the boxer realized he was getting _____ the end of the round he started to relax.
A) ahead of B) at C) away from D) towards
25. Break this chocolate _____ pieces and share it _____ all the children.
A) to / among B) into / among C) into / between D) off / to
26. He lives _____ a village _____ the hills.
A) in / beneath B) at / under C) on / in D) below / with
27. If you're sure he'll be back _____ then, I'll wait, thank you.
A) until B) till C) to D) by
28. The rider fell _____ his horse as it was jumping _____ a stream.
A) from / through B) off / over C) out of / on D) of / from
29. I was _____ work when thieves broke _____ our house.
A) in / in B) at / on C) on / to D) at / into
30. A: Which way do you have to go if you travel _____ air?
B: You go _____ Bahrain.
A) on / through B) by / via C) by / to D) by means of / through

REPORTED SPEECH

Reported Speech: Tense and Modal Changes

We use reported speech when we want to say what someone else said, e.g. *Jason said he was going to buy a new pair of trainers.*

If the reporting verb is in the past (e.g. *said*), we usually have to change the tense of what the person actually said.

Direct Speech	Reported Speech	Example
present simple	past simple	<i>'I need a credit card,' said Tim. – Tim said he needed a credit card.</i>
present continuous	past continuous	<i>'I'm taking Lizzie shopping,' said Tim. – Tim said he was taking Lizzie shopping.</i>
present perfect simple	past perfect simple	<i>'I've bought Tom a present,' said Tim. – Tim said he'd bought Tom a present.</i>
present perfect continuous	past perfect continuous	<i>'I've been thinking about buying a car,' said Tim. – Tim said he'd been thinking about buying a car.</i>
past simple	past perfect simple	<i>I spent six euros,' said Tim. – Tim said he'd spent six euros.</i>
past continuous	past perfect continuous	<i>I was hoping to find a new top,' said Tim. – Tim said he'd been hoping to find a new top.</i>
past perfect simple	past perfect simple (no tense change)	<i>'I'd looked everywhere for my credit card before I found it,' said Tim. – Tim said he'd looked everywhere for his credit card before he found it.</i>
past perfect continuous	past perfect continuous (no tense change)	<i>'I'd been looking for that book for weeks before I found it,' said Tim. – Tim said he'd been looking for that book for weeks before he found it.</i>
am/is/are going to	was/were going to	<i>'I'm going to go shopping,' said Tim. – Tim said he was going to go shopping.</i>
Will	Would	<i>'I'll need a credit card,' said Tim. – Tim said he would need a credit card.</i>
Can	Could	<i>I can take Lizzie shopping,' said Tim. – Tim said he could take Lizzie shopping.</i>
must /have to	had to	<i>I must go to the supermarket,' said Tim. – Tim said he had to go to the supermarket.</i>
May	Might	<i>I may go shopping later,' said Tim. – Tim said he might go shopping later.</i>

NB We do not need to make any changes to the verb tense or modal when we are reporting a specific fact or when something is still true.

'Most banks charge interest,' said Tim – Tim said most banks charge interest.

Reported Speech: Pronoun and Determiner Changes

Direct Speech	Reported Speech	Example
My	his/her	'I've lost my credit card,' said Tim. – Tim said he had lost his credit card.
this/that + noun	the/that	I love this sweater,' said Tim. – Tim said he loved the / that sweater.
this/ that + verb	It	This is a lovely sweater,' said Tim. – Tim said it was a lovely sweater.
these/those + noun	the/those	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.
these/those + verb	They	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.
verb + these/those	Them	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.

Reported Speech: Time and Place Changes

Direct Speech	Reported Speech	Example
Here	there	I usually shop here , said Tim. – Tim said he usually shopped there .
now/at the moment	then /at that moment	'I'm shopping at the moment ,' said Tim. – Tim said he was shopping then / at that moment .
Tomorrow	the next/following day	'I'm going shopping tomorrow ,' said Tim. – Tim said he was going shopping the next/following day .
Tonight	that night	'I'm going shopping tonight ,' said Tim. – Tim said he was going shopping that night .
next week/month/ year	the following week/ month/ year	'I'm going shopping next week ,' said Tim. – Tim said he was going shopping the following week .
Yesterday	the day before/the previous day	'I went shopping yesterday ,' said Tim. – Tim said he'd been shopping the day before / the previous day .
last week/month/ year	the week/month/year before/the previous week/month/year	'I went shopping last week ,' said Tim. – Tim said he'd been shopping the week before / the previous week .
Ago	before/previously	'I went shopping two days ago ,' said Tim. – Tim said he'd been shopping two days before / previously .

Reporting questions

Questions can be reported by using *ask*, *inquire/enquire*, *wonder* or *to know*. The word order is usually like a statement. Question marks are not used.

I asked Elaine when she had lunch.

NOT *I asked Elaine when she did have lunch.*

I asked Elaine, 'Where did you have lunch?'

I asked Elaine where she had lunch.

<i>I inquire, 'What time does the flight get in?'</i>	<i>I inquire what time the flight gets in.</i>
<i>Peter asks, 'Who have you invited?'</i>	<i>Peter is wondering who we've invited.</i>
<i>Dan was asking, 'Is there a waiting-room?'</i>	<i>Dan was asking if/whether there was a waiting-room.</i>
<i>Sophie asks, 'Who left this bag here?'</i>	<i>Sophie wanted to know who left the bag there.</i>

The tense can change from present to past in the same way as in a statement.

<i>What do you want?</i>	<i>The man asked what we wanted.</i>
<i>Who are you waiting for?</i>	<i>Alex wondered who I was waiting for.</i>
<i>Will there be a band?</i>	<i>They asked if there would be a band.</i>

Other changes include:

Direct Speech	Reported Speech	Example
<i>have, do, be or modal (i.e. yes/no questions)</i>	<i>use if or whether</i>	<i>'Can you get me an ice cream, Tom?' asked Tim. – Tim asked Tom if/whether he could get him an ice cream.</i>
<i>what, who, which, when, where, why and how</i>	<i>what, who, which, when, where, why and how</i>	<i>'Why did you buy these shoes?' asked Tim. – Tim asked me why I had bought those shoes.</i>

REPORTED SPEECH

1. The teacher promised ____.

- A) that we can learn three English songs B) if we learn three English songs
C) we would learn three English songs D) whether we would learn three English songs

2. Bill: "Have you seen any interesting comedy lately, Nancy?"

Bill asked Nancy ____.

- A) if she will see an interesting comedy lately B) if she saw an interesting comedy lately
C) what comedy Nancy saw lately D) if she had seen an interesting comedy lately

3. Nick: "Did you see a bird in the tree?"

Nick wonders ____ in the tree.

- A) if I saw a bird B) that I saw a bird C) if I had seen a bird
D) whether I see a bird

4. Dick to Lucy: "Have you received my telegram?"

Dick asked if ____.

- A) Lucy had received his telegram B) Lucy has received his telegram
C) Lucy would receive his telegram D) Lucy will receive his telegram

5. Ann: "Write down my address"

Ann asked me ____.

- A) he wrote down her address B) to write down her address
C) he had written down her address D) she writes down her address

6. He said: "I am very busy today"

He said ____.

- A) he had been very busy that day B) he is very busy today
C) he was very busy that day D) he is very busy that day

7. Helen said: "Where have you been yesterday?"

Helen asked ____.

- A) where she had been the day before B) where she had been yesterday
C) where she was the day before. D) where she could be the day before.

8. He thought: "What am I going to do?"

He thought ____.

- A) what was he going to do B) what he was going to do
C) what he is going to do D) it he was going to do

9. Mother asked me ____.

- A) why I have spent all the money B) that I had spent all the money
C) if I had spent all the money D) when I spend all the money

10. "Do not play in the street!"

- A) My mother told me do not play in the street B) My mother said to play in the street
C) She asked me to play in the street D) My mother told me not to play in the street

11. Ann: "Is your sister good at English?"

Ann asked me ____.

- A) that my sister is good at English B) if my sister was good at English
C) whether my sister has been good at English D) my sister is good at English

12. Tom: "Do not forget to bring my book, Ann".

Tom asked Ann: ____.

- A) that she did not forget to bring his book B) that she does n't bring his book
C) not to forget to bring his book D) not to forget to bring her book

13. Mother: "We are going to have supper".

Mother says ____.

- A) they are going to have supper B) they were going to have supper
C) that they would have supper D) they won't have supper

14. Jack said: "I was at home yesterday."

Jack said ____.

- A) he was at home B) Jack said he was at home the day before
C) he will be at home D) he had been at home the day before

15. "Do you go in for sports?", he asked.

He asked ____.

- A) he went in for sports B) if I went in for sports
C) if I'll go in for sports D) I should go in for sports

16. "Will Tom help me?" she said.

She asked ____.

- A) will Tom help her B) if Tom would help her
C) whether he will help her D) whether would he help her

17. Peter said, "Alice, are you busy now?"

Peter asked Alice ____.

- A) she was busy B) if she was busy then
C) she would be busy D) if she wasn't busy then

18. My sister said: "I hope we shall go on an excursion to the lake".

My sister said that ____ on an excursion to the lake.

- A) she hopes we will go B) she didn't hope that we shall go
C) she hoped they would go D) she hoped we were going

19. Jim and Julia have been in the restaurant for an hour and they have not been served yet. Julia is angry.

"I thought ____ a good place"

- A) it had been B) it has been C) it will be D) it was

20. "Did you work at a factory 3 years ago?" she asked her friend. She asked her friend if she ____.
- A) worked at a factory 3 years ago B) had worked at a factory 3 years before
C) really worked at a factory 3 years before D) work at a factory
21. She said she ____ her friend for ages.
- A) did not B) had not seen C) has not seen D) does not see
22. He asked her "Did anybody call this morning?" He asked her ____.
- A) if anybody called this morning B) if somebody had called that morning
C) if somebody called that morning D) who called that morning
23. Teacher: "Tom, read the story, please". Teacher asked Tom ____.
- A) to read the story B) read the story
C) that he reads it D) whether he reads the story
24. He said "I met him in 1950".
He said ____.
- A) I met him in 1950 B) he had been met by him in 1950
C) he used to meet him in 1950 D) he had met him in 1950
25. Jane asked Bob: "What did you buy yesterday?"
Jane asked Bob what ____.
- A) he would buy the next day B) he bought yesterday
C) he had bought the day before D) had he bought the day before
26. He said, "I do not want to see this film".
He said that ____.
- A) he did not want to see that film B) he does not want to see a film
C) he would not want to see this film D) he wanted to see that film
27. He says "What do the pupils study?"
He asks ____.
- A) what do the pupils study B) what the pupils study
C) what the pupils studied D) what the pupils have studied
28. My mother told me ____.
- A) did not go there B) that I can go there C) not to go there D) not going there
29. The director wondered ____.
- A) if I have known English B) if I knew English
C) he knows English D) how I know English
30. Mary says "I clean my room every day."
Mary says that ____.
- A) I clean her room every day B) she cleans my room every day
C) she cleaned her room every day D) she cleans her room every day

QUESTION TAGS

Positive statement,	negative tag
Sugar is sweet,	isn't it?
Negative statement,	positive tag

You don't know me, We <i>never</i> enjoy his singing	do you? do we?
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Form	Example
With <i>be</i> as the main verb	Are you British, aren't you? He is handsome, isn't he?
With <i>auxiliary verbs</i> and <i>modals</i>	You haven't done the work, have you? He is reading a book, isn't he? She didn't visit him yesterday, did she? We should preserve endangered species, shouldn't we?
With <i>have</i> as a main verb	He has a book, hasn't/doesn't he?
With <i>other verbs</i>	She lives in London now, doesn't she? She lived in London in 2018, didn't she? She hadn't finished the work by 6 yesterday, had she?
NB	
<i>I am</i> ► <i>aren't I?</i>	I am older than you, aren't I?
<i>Imperative</i> ► <i>will/won't you?</i>	Don't do it, will you? Say it in a loud voice, won't you?
<i>There is/are</i> ► <i>isn't/aren't there?</i>	There is a book on the table, isn't there?
<i>Everyone/Someone/Anyone/No one</i> ► <i>they?</i>	Everyone enjoyed the play, didn't they?
<i>Let's</i> ► <i>shall we?</i>	Let's sing, shall we?
<i>This/that is</i> ► <i>isn't it?</i>	That is our teacher over there, isn't it?
<i>Have got</i> ► <i>don't (AE); haven't (BE)</i>	They have got much money, don't they? They have got much money, haven't they?

Choose the correct item.

- He had no practice in composing music, ____?
A) didn't he B) did he C) does he D) has he
- You have read all Shevchenko's books, ____?
A) not you B) have you C) haven't you D) aren't you
- You have a bad headache, ____?
A) isn't it B) don't you C) does it D) have you
- He never thought what might come out of it, ____?
A) does he B) hasn't he C) didn't he D) did he
- She comes from the family of Donovan, ____?
A) hasn't he B) didn't she C) do you D) doesn't she
- There are so many people in the street, ____?
A) are they B) are there C) aren't they D) aren't there
- You don't play the piano, ____?
A) don't you B) do you C) doesn't it D) does it
- There won't be any trouble, ____?
A) wasn't there B) will not there C) will there D) do there
- The boy wasn't able to do it alone, ____?
A) didn't he B) wasn't he C) was he D) did he
- They have to ask somebody else to help them, ____?
A) haven't they B) have they C) do they D) don't they

11. You never let me finish a sentence, _____?
 A) don't you B) do you C) shall you D) shan't you
12. Everything is alright _____?
 A) isn't everything B) isn't it C) isn't there D) is it
13. I should really call my sister, _____?
 A) shouldn't I B) shouldn't you C) wouldn't you D) would you
14. Let's wear smart shoes today, _____?
 A) will we B) won't we C) shall we D) shan't we
15. Don't ever stop looking at me like that, _____?
 A) do you B) don't you C) will you D) won't you
16. My mother's coming in to see the teacher, _____?
 A) is she B) does she C) doesn't she D) isn't she
17. Yesterday was so much fun, _____?
 A) wasn't it B) was it C) did it D) didn't it
18. None of those customers were happy, _____?
 A) were they B) did they C) didn't they D) weren't they
19. She hardly steps out of her home, _____?
 A) doesn't she B) isn't she C) don't she D) does she
20. I'm going to get an email with the details, _____?
 A) am not I B) aren't you C) aren't I D) am I

SHORT ANSWERS

Yes / No answers	
<i>yes + subject + auxiliary verb / no + subject + negated auxiliary verb</i>	My girlfriend is beautiful. – Yes, she is. /No, she isn't. They loved cats. – Yes, they did./No, they didn't. Are you in love? – Yes, I am. /Yes, we are.
So – Neither / Nor answers	
<i>so + auxiliary/modal verb + personal pronoun/noun</i> (to agree with a positive statement)	Lucy likes coffee. So do I. Jill went to the cinema yesterday. So did I. They've been to Colombia. So have I. He would like a cup of tea. So would I. Emma can speak Russian. So can I.
<i>neither/nor + auxiliary/modal verb + personal pronoun/noun</i> (to agree with a negative statement)	Lucy doesn't like coffee. Neither / nor do I. Jill didn't go to the cinema yesterday. Neither / nor did I. He wouldn't like a cup of tea. Neither would I. Emma can't speak Russian. Neither can I.
Too – either answers	
<i>personal pronoun/noun + auxiliary/modal verb + too</i>	I hate mushrooms. <i>I do too</i> (= I also hate mushrooms).
<i>personal pronoun/noun + negative auxiliary/modal verb + either</i>	I don't live in London. <i>I don't either</i> (= I also don't live in London).

SHORT ANSWERS

1. Do they know the answer? _____.
 A) Yes, they are B) No, they do C) No, It does D) No, they don't

2. Have you tidied up the kitchen? _____.
A) Yes, I have B) Yes, I can C) Yes, he did D) Yes, you have
3. Do I really take after my grandma? _____.
A) Yes, you did B) Yes, you do C) Yes, I do D) No, I will
4. Are you going shopping now? _____.
A) No, I'm not B) No, you do not C) No, I will not D) No, I am
5. Sarah loves chocolate. _____.
A) So will I B) So I am C) Neither did he D) So do I
6. I can't play the piano. _____.
A) Neither can I B) Neither could I C) Neither did he D) Either could I
7. Catherine is English. _____.
A) Neither I am B) So am I C) Either was I D) So do he
8. Must we change at Victoria Station? _____.
A) Yes, we must B) No, we can't C) Yes, we can D) Yes, I must
9. Will the weather be better tomorrow? _____.
A) I'm sure it will B) No, it is C) Yes, it would D) Of course she does
10. Lucy will come early tomorrow. _____.
A) Neither did he B) Either did she C) So do I D) So will I
11. I have to study this weekend. _____.
A) So do I B) So will I C) Neither could he D) So had I
12. Have you ever been to Stratford-upon-Avon? _____.
A) Yes, I been B) Yes, I have C) Yes, I has D) Yes, I do
13. She isn't coming to the party. _____.
A) Neither am I B) So did he C) Neither do I D) Neither is she
14. Are you going by bus? _____.
A) Yes, I'm not B) No, she does C) No, I'm not D) Yes, she is
15. Dan lives in Madrid. _____.
A) Neither can I B) So do I C) So did I D) So can he
16. Did John have days off work last year? _____.
A) No, he does B) Occasionally he did C) Yes, he have D) Surely, he do
17. My car isn't fast. – His car isn't fast, _____.
A) neither B) either C) too D) so
18. Carla is a smart woman. – I am a smart woman, _____.
A) too B) neither C) either D) so
19. I like America. – Mandy likes America, _____.
A) so B) neither C) too D) either
20. The teachers aren't at school. – The students aren't at school, _____.
A) neither B) either C) too D) so

CONFUSING WORDS

Confusables is an informal term for two or more words that are easily confused with one another because of similarities in spelling (such as desert and dessert), pronunciation (allusion and illusion), and/or meaning (imply and infer).

1. accept [əksept]- приймати щось, або погоджуватися на що-небудь	except [ɪksept]- за винятком, крім
2. accident ['æksɪd(ə)nt] – 1) ситуація, яка сталася зовсім випадково і несподівано; 2) нещасний випадок, який поніс за собою серйозні наслідки (травми, ушкодження) і міг поставити під загрозу людське життя	incident ['ɪnsɪd(ə)nt] – 1) незначна подія, неприємний епізод або смішний випадок; 2) будь-яка випадкова або навмисна подія, яка стала причиною псування майна
3. affect [ə'fekt]- впливати, впливати емоційно	effect [ɪ'fekt] – (ім.) результат ; (дієсл.) спричиняти зміни
4. allusion [ə'lu:ʒ(ə)n] – натяк, посилення, згадка	illusion [ɪ'lu:ʒ(ə)n] – ілюзія, примара, міраж, обман почуттів
5. beside [bɪ'saɪd] – поруч, близько	besides [bɪ'saɪdz] – крім
6. borrow ['bɒrəʊ] – запозичувати, займати, брати на час	lend [lend] – надавати, давати, позичати на час
7. collaborate [kə'læbəreɪt] -співпрацювати, працювати спільно над чим-небудь	corroborate [kə'rɒbəreɪt] -підтверджувати, підкріплювати
8. complement ['kɒmplɪmənt] -додатковий	compliment ['kɒmplɪmənt] -комплімент
9. desert ['dezət]- пустеля	dessert [dɪ'zɜ:t] -десерт
11. imply [ɪm'plaɪ]- означати, мати на увазі, припускати	infer [ɪn'fɜ:-] -укладати, робити висновок, мати на увазі
12. loose [lu:s] – вільний	lose [lu:z]- втрачати
13. moral ['mɒr(ə)l]- (ім.) мораль, повчання; (прикм.) моральний, етичний	morale [mə'ru:l]- бойовий дух
14. perspective [prə'spektɪv] -(ім.) перспектива, вид, види на майбутнє; (прикм.) перспективний	prospective [prə'spektɪv]-передбачуваний, майбутній, очікуваний, що стосується майбутнього
15. personal ['pɜ:s(ə)n(ə)l] - приватний	personnel [pɜ:sə'nel]- персонал (працівники)
16. principle ['prɪnsɪp(ə)l] – принцип, правило	principal ['prɪnsɪp(ə)l] -(ім.) директор навчального закладу, капітал та відсотки (principal and interest); (прикм.) головний
17. quite [kwaɪt] -досить (таки)	quiet ['kwaɪət] тихий, спокійний
18. refuse [rɪ'fju:z] – відмовляти	deny [dɪ'naɪ] заперечувати, відмовлятися, зрікатися
19. root [ru:t] –корінь	route [ru:t] – маршрут
20. sole [səʊl] – єдиний	soul [səʊl]- душа
21. than [ðæn]- ніж	then [ðen] – потім

Choose the correct word to complete the sentences.

1. She will *lose/lose* her money if she gambles with it.
2. The door handle fell off because it was too *loose/ lose*.
3. Both buildings were badly *affected/effect*ed by the fire.
4. It will take years to *effect/affect* meaningful changes in the educational system.
5. I gave my sister a *compliment/complement* on her delicious cooking.
6. My blue tie really *complements/compliments* my white shirt (my blue tie and white shirt go well together).

7. My brother is taller *than/then* me.
8. I always get up early and do morning exercise. *Than /Then* I take a shower and cook my breakfast.
9. It was a quite */quiet* evening.
10. She was *quite/quiet* famous in her town.
11. He was seriously injured in a car *accident/incident* last year.
12. I demand that this *accident/incident* is fully reported.
13. He could *accept/ except* the text as proposed.
14. Joseph invited all his colleagues to his birthday party *accept/except* for Jenn.
15. The philosophical *principal/principle* of universal communication reflects the complexity of the surrounding world and its phenomena.
16. He was *principle/principal* dancer at the Dance Theatre of Harlem.
17. My *personnel/personal* opinion is that the students should be doing more work outside the classroom.
18. *Personnel/personal* will help you find somewhere to live.
19. It's her *moral/morale* obligation to tell the police what she knows. The moral of the story is that honesty is the best policy.
20. He said that compulsory breaks would be good for the workforce's *morale/moral*.
21. Our departments should *collaborate/ corroborate* in order to increase the profit of the company.
22. If you want to be useful to the investigation, you need to *collaborate/corroborate* your story with the evidence.
23. Our house is *beside/besides* a marvelous lake.
24. She stayed in all Saturday. It was raining heavily. *Besides/beside*, she had a terrible headache.
25. *Economical/Economic* development is important for our company.
26. The Office believes that the same objectives could have been achieved by more *economic/economical* means.
27. The *sole/soul* meaning of life is life itself.
28. The philosopher Plato once said, music gives a *sole /soul* to the universe, wings to the mind, flight to the imagination and life to everything.
29. The best time to take valerian *root/route* for sleep is right before bedtime.
30. The new expedition will take place on the *route/root*, generally following the way expeditions decades ago.
31. This restaurant has the fanciest *desserts/deserts* —let's order several.
32. If you are in a *desert/dessert* dying of thirst, you value the first glass of water very highly.
33. The title is a direct *illusion /allusion* to Jack Kerouac's 1960 novella of the same name.
34. Complete independence and freedom are an *illusion/allusion*.
35. The *prospective/perspective* of a common good opens up possibilities for more interaction among actors and new forms of consensus-building.
36. The *prospective/perspective* buyer of this weapon landed in the United States this morning.
37. War *infers/implies* fighting and death.
38. What do you *infer/imply* from the voting figures?
39. Spinoza did not *refuse/deny* the existence of God.
40. She asked him to leave, but he *refused/denied*.
41. The word was *borrowed/lent* from English into German.
42. Have a heart and *borrow/lend* me some money.

WORD FORMATION

There are four main kinds of word formation: prefixes, suffixes, conversion and compounds.

Word Formation of the Nouns

Simple	arm	foot	school
--------	-----	------	--------

Compound	<i>Arm</i>	+ <i>chair</i>	<i>armchair</i>
Derivative	<i>Work</i>	+ <i>-er</i>	<i>worker</i>

Word Formation of the Adjectives

Simple	Derivative	
	With a prefix	With a suffix
<i>tall</i> <i>nice</i> <i>handsome</i> <i>pretty</i> <i>hot</i> <i>small</i> <i>nice</i>	<i>untrue</i> <i>incorrect</i> <i>illogical</i> <i>impossible</i> <i>irresponsible</i>	<i>dangerous</i> <i>careless</i> <i>lucky</i> <i>foolish</i> <i>troublesome</i> <i>childlike</i> <i>central</i> <i>golden</i> <i>lovely</i> <i>comfortable</i> <i>different</i> <i>talkative</i>

Formation of Adverbs from Adjectives

1. Consonant + -y → -ly careful – carefully, serious – seriously
2. Ending-ic + -ally → drastic – drastically, frantic – frantically
3. Ending-leis changed by -ly → horrible – horribly, terrible – terribly
4. Ending-e + -ly → scarce – scarcely, but: whole – wholly, true – truly

Word Formation of the Verbs

Simple	<i>to ask</i> <i>to go</i> <i>to work</i>	
Derivative	with suffix	<i>wide</i> + <i>-en</i> = <i>widen</i> <i>symbol</i> + <i>-ize</i> = <i>symbolize</i> <i>mode</i> + <i>-fy</i> = <i>modify</i>
	with prefix	<i>un-</i> + <i>do</i> = <i>undo</i> <i>re-</i> + <i>make</i> = <i>remake</i> <i>dis-</i> + <i>like</i> = <i>dislike</i> <i>mis-</i> + <i>understand</i> = <i>misunderstand</i>
Compound	<i>down</i> + <i>load</i> = <i>download</i> <i>broad</i> + <i>cast</i> = <i>broadcast</i> <i>over</i> + <i>came</i> = <i>overcame</i>	

The Most Common Prefixes

Prefix	Meaning	Examples
anti –	against / opposed to	anti-government, anti-racist, anti-war
auto –	Self	autobiography, automobile
de –	reverse or change	de-classify, decontaminate, demotivate
dis –	reverse or remove	disagree, displeasure, disqualify
down –	reduce or lower	downgrade, downhearted
extra –	Beyond	extraordinary, extraterrestrial

hyper –	Extreme	hyperactive, hypertension
il-, im-, in-, ir –	Not	illegal, impossible, insecure, irregular
inter –	Between	interactive, international
mega –	very big, important	megabyte, mega-deal, megaton
mid –	Middle	midday, midnight, mid-October
mis –	incorrectly, badly	misaligned, mislead, misspelt
non –	Not	non-payment, non-smoking
over –	too much	overcook, overcharge, overrate
out –	go beyond	outdo, out-perform, outrun
post –	After	post-election, post-war
pre –	Before	prehistoric, pre-war
pro –	in favour of	pro-communist, pro-democracy
re –	Again	reconsider, redo, rewrite
semi –	Half	semicircle, semi-retired
sub –	under, below	submarine, sub-Saharan
super –	above, beyond	super-hero, supermodel
tele –	at a distance	television, telepathic
trans –	across	transatlantic, transfer
ultra –	extremely	ultra-compact, ultrasound
un –	remove, reverse, not	undo, unpack, unhappy
under –	less than, beneath	undercook, underestimate
up –	make or move higher	upgrade, uphill

Suffixes: Spelling

Often, the suffix causes a spelling change to the original word. The -e ending of complicate and create disappears when the -ion suffix is added.	
Other examples of spelling changes include:	
beauty, duty + -ful	→ beautiful, dutiful (-y changes to i)
heavy, ready + -ness	→ heaviness, readiness (-y changes to i)
able, possible + -ity	→ ability, possibility (-le changes to il)
permit, omit + -ion	→ permission, omission (-t changes to ss)

Common Suffixes and Examples

Noun Suffixes

Suffix	Examples of nouns
– age	baggage, village, postage
– al	arrival, burial, deferral
– ance/-ence	reliance, defence, insistence
– dom	boredom, freedom, kingdom
– ee	employee, payee, trainee
– er/-or	driver, writer, director

– hood	brotherhood, childhood, neighbourhood
– ism	capitalism, socialism (philosophies)
– ist	dramatist, novelist
– ity/-ty	brutality, equality, cruelty
– ment	amazement, disappointment, parliament
– ness	happiness, kindness, usefulness
– ry	entry, ministry, robbery
– ship	friendship, membership, workmanship
– sion/-tion/-xio	expression, population, complexion

Adjective Suffixes

Suffix	Examples of adjectives
– able/-ible	drinkable, portable, flexible
– al	brutal, formal, postal
– en	broken, golden, wooden
– ese	Chinese, Japanese, Vietnamese
– ful	forgetful, helpful, useful
– i	Iraqi, Pakistani, Yemeni
– ic	classic, Islamic, poetic
– ish	British, childish, Spanish
– ive	active, passive, productive
– ian	Canadian, Malaysian, Peruvian
– less	homeless, hopeless, useless
– ly	daily, monthly, yearly
– ous	cautious, famous, nervous
– y	cloudy, rainy, windy

Verb Suffixes

Suffix	Examples of verbs
– ate	complicate, dominate, irritate
– en	harden, soften, shorten
– ify	beautify, clarify, identify
– ise /-ize	economise, realise, industrialize (–ise is most common in British English; – ize is most common in American English)

Adverb Suffixes

Suffix	Examples of adverbs
– ly	calmly, easily, quickly
– ward(s)	downwards, homeward(s), upwards
– wise	anti-clockwise, clockwise, edgewise

Conversion

Conversion involves the change of a word from one word class to another. For example, the verbs **to email** and **to microwave** are formed from the nouns **email** and **microwave**

Can you text her? (verb from noun text, meaning to send a text-message)

They are always jetting somewhere. (verb from noun jet)

<i>If you're not careful, some downloads can damage your computer.</i> (noun from verb download)
<i>OK, so the meeting's on Tuesday. That's a definite.</i> (noun from adjective)
<i>It's a very big if and I'm not at all sure we can afford it.</i> (noun from conjunction, meaning 'it's not at all certain')
<i>All companies have their ups and downs.</i> (nouns from prepositions)
We also use conversion when we change a proper noun into a common noun:
<i>Has anybody seen my Dickens?</i> (copy of a book by Dickens)

Compounding

When we use **compounding**, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word. **Compounds** are found in all word classes. The most common types of compounds are:

Nouns: car park, rock band

Adjectives: heartbreaking, sugar-free, airsick

Verbs: oven-bake, baby-sit, chain-smoke

Adverbs: good-naturedly, nevertheless

It is sometimes difficult to know where to put hyphens in words that are compound. It is also difficult to know whether to separate words (e.g. *post box*) or to join the words (e.g. *postbox*). In such cases, it is best to check in a good learner's dictionary.

WORD FORMATION

Choose the correct item.

- How long is the _____ from Rome to Paris?
A) flying B) flight C) flies D) fly
- Pulling my front tooth didn't hurt. – It was completely _____.
A) painless B) pain C) painful D) pains
- We offer free _____ for purchases over € 100.
A) delivery B) deliver C) delivers D) deliverance
- You have the _____. – You can either go by bus or walk.
A) choosing B) choice C) chose D) choose
- You need a lot of _____ to write a good story.
A) imaginary B) images C) imagination D) image
- The lesson was _____. I almost fell asleep.
A) born B) boring C) bored D) bore
- Don't be so _____. This is the second vase you have broken this month.
A) cares B) care C) careless D) careful
- It's simply _____. I have won the lottery.
A) unbelievable B) believe C) believed D) believes
- He has to wear these gloves for _____ reasons.
A) unsafe B) safely C) safe D) safety
- Sally was _____ for two years before she found a new job.
A) employee B) unemployed C) employ D) employer
- In India, there are a lot of _____ in the streets.
A) begged B) begging C) beggars D) beg
- When I gave up smoking I started putting on more _____.
A) weigh B) weight C) weighs D) weighing

13. _____, I was invited to watch the new film.
 A) luckily B) lucky C) luck D) unluckily
14. The _____ of our rainforests is a serious problem.
 A) destruction B) destroy C) destruct D) destructive
15. Thank you for being so _____ yesterday.
 A) helpless B) helped C) helpful D) help
16. He has been a long-_____ runner for a few years now.
 A) distance B) distantly C) distances D) distant
17. This is my last _____. – Don't walk across the lawn!
 A) warned B) warning C) warns D) warn
18. He gave me some good _____ on where to go shopping.
 A) advice B) advise C) adviser D) advised
19. The new flat is not _____. It's too expensive.
 A) affordability B) afforded C) affordable D) afford
20. I have made a few _____ to your article.
 A) corrections B) correct C) corrected D) incorrect
21. The audience gave the violinist a round of _____.
 A) applauds B) applause C) applauded D) applaud
22. What we saw was beyond all _____.
 A) expect B) expects C) expected D) expectations
23. She is a student of the _____.
 A) humanities B) human C) inhuman D) humane
24. What is the _____ of the Danube River.
 A) longer B) length C) longevity D) long
25. Drug _____ is a problem causing great concern.
 A) addict B) addictive C) addicts D) addiction
26. Failure to apply in time may result in a _____ of benefits.
 A) losing B) loss C) loose D) lost
27. My _____ is the history of Elizabethan England.
 A) specialty B) special C) specially D) specialist
28. My father takes great _____ in his work.
 A) prides B) proudly C) pride D) proud
29. This bag contains all my photographic _____.
 A) equipment B) equip C) equipped D) re-equip
30. The bank robbers were sentenced to twelve years of _____.
 A) prisons B) prisoner C) prison D) imprisonment

Phrasal Verbs

1. I'm counting on you for support so please don't _____.
 A) let me down B) let me out C) let me on D) let me up
2. John _____ about his wife's cheating on him and filed for divorce.
 A) found up B) found out C) found over D) found to
3. The 90-year-old lady _____ in her sleep last night.
 A) passed away B) passed by C) passed through D) passed out
4. The milk _____ after an hour on the heat.
 A) went off B) went out C) went in D) went away
5. The terrorists were killed when the bomb _____ by accident.
 A) called off B) went off C) broke off D) put off

6. The doctor told me to _____ junk food.
A) cut down on B) cut off C) cut up D) cut out
7. Three villages have been _____ by heavy snowfall. Nobody could get through.
A) cut down B) cut off C) cut away D) cut up
8. I _____ your email when I was clearing my inbox.
A) get in B) come to C) came across D) run into
9. It took him a while to _____ after the operation.
H) come round B) come up C) come along D) come in
10. Who _____ that idea?
A) got in B) came to C) came up with D) ran into
11. Why don't you _____ to our place one evening?
A) get over B) come over C) go down D) go on
12. Who is going to _____ us when we get older?
A) care for B) care about C) care after D) care along
13. Jill keeps eating all the time but doesn't seem to _____ any weight.
A) put away B) put on C) put up D) put down
14. Can you hear that noise all the time? I don't know how you _____ it.
A) put on B) put aside C) put up with D) put off
15. Please can you _____ this form _____?
A) fill in B) fill out C) fill up D) fill with
16. I'll _____ you _____ from the station at 8 p.m.
A) get over B) run into C) pick up D) drop off
17. She _____ the job _____ because she didn't want to move to Glasgow.
A) cut down B) put down C) come down D) turned down
18. They don't have so much money but in this difficult period they can _____.
A) get through B) get on C) get by D) get on with
19. Let's _____ these old magazines to make more space.
A) get rid of B) look after C) get over D) down
20. I didn't really _____ my stepbrother when I was a teenager.
A) take after B) get on with C) come up with D) get over
21. How are you _____ at college?
A) getting on B) getting off C) getting by D) getting over
22. The bus stopped and he _____.
A) went off B) broke off C) put off D) got off
23. One prisoner _____ of jail.
A) got over B) got behind C) broke down D) broke out
24. _____! You're going to fall down!
A) Look after B) Look for C) Look around D) Look out
25. Susie is very short? She _____ her mother.
A) takes away B) takes back C) takes after D) takes off
26. The plane _____ late because of the bad weather.
A) took away B) took down C) took off D) took over
27. I'll never talk to you again. We _____!
A) are through B) are done C) are gone D) are off
28. If you don't _____, we can't hear you.
A) speak up B) speak with C) speak to D) speak down
29. Let's go to the airport to _____ them.
A) see off B) drop off C) put off D) call off

30. The meeting has been _____ till next month.
 A) put down B) put off C) put aside D) forth
31. Hi! Is Mr. Knight in? _____, I'll call him.
 A) hold on B) hold in C) hold back D) hold up
32. Sorry I'm late, but I was _____ in traffic on the way here.
 A) held on B) held up C) kept on D) carried away
33. If he rings back, just _____ I don't want to speak to him.
 A) put off B) come on C) hang up D) give in
34. I didn't know that word, so I _____ it _____ in a dictionary.
 A) looked up B) looked ahead C) looked after D) looked around
35. We left an hour earlier but we drove so fast that we were able to _____ him.
 A) catch up with B) put up with C) get rid of D) get on with
36. I've been trying to _____ smoking but I simply can't do it.
 A) give up B) get over C) get by D) put off
37. My son drove me crazy about buying new Lego, so finally I _____.
 A) gave up B) gave in C) gave away D) gave back
38. Can you _____ me _____ at the train station?
 A) catch up B) drop off C) put off D) call off
39. The marriage didn't _____ so they were divorced after two years.
 A) work out B) go back on C) come over D) get off
40. The game has been _____ because of rain.
 A) called off B) went off C) broke off D) put away
41. She needs to find a blouse that _____ her new skirt.
 a) keep up with B) goes on with C) goes with D) comes up with
42. He has been _____ the house all day and he doesn't know what to do.
 A) hanging around B) going off C) going out D) coming around
43. I couldn't _____ where I put the keys.
 A) let down B) make up C) look after D) figure out
44. I _____ Tommy and his new girlfriend when I went shopping.
 A) came round B) ran into C) came along D) get over
45. Over a hundred people _____ for the news conference.
 A) called up B) showed up C) made up D) gave

KEYS

MODULE 1 PEOPLE AND PERSONALITIES. LIFESTYLES

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 C	11 G	17 G	23 D	33 C
2 C	7 A	12 D	18 C	24 A	34 A
3 F	8 B	13 B	19 E	25 C	35 B
4 E	9 A	14 F	20 A	26 A	36 A
5 A	10 D	15 H	21 H	27 D	37 B
		16 C	22 B	28 C	38 C
				29 A	39 D
				30 C	40 D
				31 D	41 B
				32 C	42 D

Part II Vocabulary Focus

<i>Task 1</i>	<i>Task 2A</i>	<i>Task 2B</i>	<i>Task 3</i>
1. attracted to	1. plucked	1. ambitious	1. close-knit
2. chatted her up	2. chubby	2. selfish	2. get on
3. asked her out	3. scruffy	3. modest	3. adolescent
4. wine and dined	4. handsome	4. stubborn	4. fiancé, couple
5. got on	5. overweight	5. generous	5. foster
6. go out	6. freckles	6. Shy	6. toddlers, siblings
7. courting	7. highlights	7. intelligent	7. bridesmaid/godmother
8. fallen in love	8. ponytail	8. cheerful	8. newly-wed couple
9. living in sin	9. complexions	9. friendly	9. brides
10. cohabiting	10. birthmarks	10. confident	10. nuclear
11. proposed	11. sideburns	11. disorganised	11. honeymoon
12. got engaged	12. parting	12. reserved	12. sedentary
13. engagement	13. pointed	13. absent-minded	13. bohemian
14. tie the knot	14. eyelashes	14. sociable	14. healthy
15. split up			
16. drift apart			

MODULE 2 SPORTS AND LEISURE

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 F	6 B	11 G	17 F	23 A	33 B
2 H	7 C	12 F	18 D	24 C	34 A
3 G	8 D	13 E	19 A	25 B	35 C

4 A	9 A	14 D	20 H	26 A	36 B
5 C	10 B	15 H	21 B	27 D	37 D
		16 B	22 E	28 B	38 D
				29 B	39 A
				30 D	40 B
				31 C	41 C
				32 D	42 D

Part II Vocabulary Focus

Task 1

- Boxing
- spectator
- running
- divisions
- chess
- player
- short-track
- football
- points
- teams
- racing
- clubs
- athleticism
- competition

Task 2

- challenges
- achievement
- injure
- kicking
- victory
- wins
- healthy
- scored
- attempt
- pain
- fitness
- won
- record
- goals

Task 3

- season
- muscles
- signed
- points
- drew
- record
- scoring
- goals
- victory
- start
- referee
- players
- semi-final
- medal

MODULE 3 HEALTH & MEDICINE

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 D	6 C	11 C	17 F	23 B	33 A
2 C	7 D	12 G	18 E	24 D	34 C
3 B	8 C	13 H	19 H	25 C	35 C
4 G	9 A	14 D	20 D	26 B	36 B
5 E	10 D	15 B	21 A	27 A	37 D
		16 F	22 B	28 D	38 C
				29 C	39 A
				30 B	40 C
				31 B	41 D
				32 A	42 A

Part II Vocabulary Focus

Task 1

- workout
- treat
- depression
- surgery
- health

Task 2

- fit
- illnesses
- sick
- hospitals
- prevent

Task 3

- up
- unfit
- on
- treatment
- running

6. operations
7. headache
8. recovery
9. medicine
10. muscles
11. emergency
12. first aid
13. operate
14. prevent

6. from
7. treatment
8. blood pressure
9. exercise
10. panic
11. prescriptions
12. pain
13. suffering
14. cancer

6. signing up
7. treat
8. out
9. workout
10. for
11. lifestyle
12. hospital
13. appointment
14. prevent

MODULE 4 THE WORLD AROUND US

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 D	6 D	11 F	17 D	23 B	33 C
2 F	7 D	12 E	18 B	24 D	34 D
3 B	8 B	13 B	19 G	25 B	35 C
4 A	9 A	14 H	20 A	26 A	36 A
5 G	10 D	15 A	21 F	27 D	37 D
		16 C	22 H	28 B	38 B
				29 D	39 A
				30 A	40 C
				31 B	41 B
				32 A	42 C

Part II Vocabulary Focus

Task 1

1. sustainable
2. extinction
3. solar energy
4. biodegradable
5. greenhouse gas
6. global warming
7. polluter
8. rainforest
9. wildlife
10. recycle
11. desertification
12. natural resources
13. fossil fuel
14. greenhouse effect

Task 2

1. extinction
2. blossom
3. environmentally
4. downpour
5. roots
6. deciduous
7. school
8. mammals
9. rodents
10. waste
11. cut down
12. harm
13. drought
14. lining

Task 3

1. protection
2. breeds
3. lifespan
4. to
5. mates
6. in
7. of
8. in
9. on
10. on
11. black
12. risen
13. desert
14. footprint

MODULE 5 TRAVELLING AND TOURISM

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 E	6 C	11 H	17 H	23 C	33 A
2 C	7 B	12 F	18 D	24 B	34 B

3 G	8 C	13 A	19 A	25 D	35 C
4 H	9 B	14 B	20 C	26 C	36 D
5 A	10 A	15 D	21 B	27 D	37 B
		16 C	22 F	28 A	38 B
				29 A	39 A
				30 B	40 C
				31 C	41 D
				32 D	42 A

Part II Vocabulary Focus

Task 1

1. travel across
2. hitch-hike
3. catch up with
4. book
5. arrange
6. go away
7. yacht
8. check in
9. sunbathe
10. sightseeing
11. ferry
12. culture
13. put up
14. double decker

Task 2

1. voyage
2. border
3. drop off
4. keen
5. keep up with
6. regret
7. boat
8. liner
9. on board
10. see off
11. set out
12. In order
13. take off
14. pull in

Task 3

1. sights
2. fare
3. territory
4. season
5. native
6. inhabitants
7. immigration
8. missed
9. at
10. earth
11. in
12. timetable
13. in advance
14. guide

MODULE 6 SHOPPING AND SERVICES

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 D	11 C	17 C	23 C	33 B
2 A	7 B	12 H	18 F	24 A	34 C
3 C	8 D	13 F	19 D	25 A	35 B
4 H	9 C	14 E	20 B	26 D	36 D
5 D	10 C	15 A	21 E	27 A	37 B
		16 G	22 A	28 D	38 B
				29 C	39 D
				30 A	40 A
				31 A	41 B
				32 B	42 C

Part II Vocabulary Focus

Task 1

1. launched, commercials
2. environmentally friendly products
3. endorse
4. discount, in cash

Task 2

1. queue
2. complain
3. faulty
4. influencers

Task 3

1. exchange
2. receipt
3. refund
4. promote

5. refund
6. try on
7. freebies
8. gift-wrapped
9. insurance
10. reduce prices
11. matches
12. fit
13. suits
14. bargain

5. warranty
6. afford
7. worthless
8. stock
9. pharmacy
10. fare
11. profit
12. on
13. in
14. in

5. adverts
6. brand name
7. profit
8. cost
9. charity
10. suit
11. wear
12. fortune
13. high
14. loan

MODULE 7 FOOD AND CUISINE

Part 1 Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 E	6 C	11 A	17 B	23 B	33 A
2 A	7 B	12 E	18 F	24 A	34 B
3 D	8 A	13 D	19 C	25 D	35 C
4 B	9 D	14 C	20 E	26 C	36 C
5 G	10 A	15 B	21 G	27 B	37 A
		16 H	22 A	28 B	38 B
				29 B	39 D
				30 C	40 D
				31 A	41 D
				32 A	42 D

Part II Vocabulary Focus

Task 1

1. fatty
2. smell
3. vegetables
4. recipe
5. to
6. eating
7. out
8. leftovers
9. makes up
10. tip
11. cholesterol
12. sluggish
13. snack
14. dined

Task 2

1. mashed
2. stale
3. frozen
4. recipe
5. baking
6. fresh
7. fattening
8. done
9. take away
10. helping
11. perfect
12. split
13. seconds
14. substantial

Task 3

1. bill
2. book
3. portion
4. help
5. menu
6. ordered
7. dish
8. raw
9. vegetarian
10. course
11. nourishing
12. processed
13. conscious
14. fussy

MODULE 8 THE MEDIA

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 C	6 C	11 D	17 E	23 A	33 A

2 E	7 C	12 E	18 D	24 B	34 C
3 A	8 B	13 F	19 A	25 C	35 D
4 H	9 B	14 A	20 C	26 C	36 A
5 D	10 A	15 H	21 F	27 A	37 C
		16 B	22 H	28 B	38 C
				29 D	39 D
				30 B	40 B
				31 A	41 C
				32 B	42 A

Part II Vocabulary Focus

Task 1

1. prerecorded
2. correspondent
3. tabloid
4. commercials
5. trailer
6. coverage
7. misprint
8. footnote
9. broadcast
10. media mogul
11. Twitter
12. blog
13. social networking sites
14. live streaming

Task 2

1. print
2. blog
3. broadcast
4. circulation
5. plagiarism
6. media mogul
7. headline
8. follows up
9. hashtag
10. make up
11. public opinion
12. comes
13. go
14. leak out

Task 3

1. fashion news
2. headlines
3. press
4. online
5. live
6. updates
7. social media
8. commercials
9. newflash
10. paparazzo
11. local
12. horoscope
13. weather forecast
14. obituaries

MODULE 9 STATE. SOCIETY

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 F	6 D	11 A	17 H	23 B	33 B
2 C	7 C	12 E	18 F	24 D	34 C
3 D	8 B	13 C	19 C	25 C	35 C
4 B	9 C	14 G	20 B	26 A	36 B
5 H	10 A	15 B	21 A	27 D	37 A
		16 H	22 D	28 A	38 C
				29 C	39 C
				30 B	40 B
				31 A	41 A
				32 C	42 C

Task II. Vocabulary Focus

Task 1

1. shortage
2. override
3. ban

Task 2

1. obey
2. polite
3. promise

Task 3

1. support
2. typical
3. close

- | | | |
|------------------|-----------------|-----------------|
| 4. resident | 4. blame | 4. ancient |
| 5. donated | 5. ancient | 5. blame |
| 6. regions | 6. assist | 6. polite |
| 7. supported | 7. kind | 7. pleased |
| 8. in order to | 8. bad-tempered | 8. relationship |
| 9. volunteer | 9. ordinary | 9. audience |
| 10. pretended | 10. attack | 10. sympathetic |
| 11. overturned | 11. convince | 11. nervous |
| 12. restrictions | 12. force | 12. sensible |
| 13. avoid | 13. independent | 13. group |
| 14. oppression | 14. rely on | 14. popular |

MODULE 10 CULTURE

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 G	6 C	11 B	17 E	23 A	33 A
2 D	7 A	12 G	18 H	24 C	34 C
3 H	8 D	13 D	19 A	25 B	35 B
4 A	9 D	14 C	20 F	26 D	36 A
5 B	10 B	15 A	21 B	27 A	37 D
		16 H	22 D	28 B	38 A
				29 B	39 B
				30 C	40 C
				31 A	41 A
				32 D	42 A

Part II Vocabulary Focus

- | <i>Task 1</i> | <i>Task 2</i> | <i>Task 3</i> |
|------------------|----------------|----------------|
| 1. performance | 1. on | 1. effect |
| 2. lyricist | 2. composed | 2. off |
| 3. composer | 3. artistic | 3. fiddle |
| 4. choreographed | 4. scene | 4. paintings |
| 5. audience (2) | 5. design | 5. take |
| 6. easel | 6. made | 6. playwright |
| 7. portrait | 7. musician | 7. actor |
| 8. studio | 8. fan | 8. conductor |
| 9. watercolour | 9. landscape | 9. spectacular |
| 10. performer | 10. impression | 10. live |
| 11. creation | 11. stole | 11. released |
| 12. conductor | 12. reaction | 12. disappoint |
| 13. amateur | 13. keen | 13. play |
| 14. plot | 14. crazy | 14. music |

MODULE 11 GLOBAL ISSUES

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 F	6 B	11 C	17 C	23 C	33 C

2 B	7 C	12 D	18 H	24 A	34 A
3 E	8 D	13 A	19 B	25 D	35 B
4 D	9 A	14 G	20 A	26 B	36 D
5 C	10 B	15 F	21 D	27 B	37 B
		16 E	22 E	28 D	38 A
				29 A	39 D
				30 B	40 A
				31 C	41 A
				32 A	42 C

Part II Vocabulary Focus

Task 1

1. dignity
2. being
3. devastated
4. Convention
5. signed
6. survival
7. sanitation
8. prevent
9. keep
10. respect
11. committed
12. provides
13. poverty
14. survive

Task 2

1. sign
2. protesting
3. stand
4. campaigns
5. charity
6. injustice
7. raised
8. estimated
9. children
10. demonstrations
11. strike
12. actions
13. resign
14. election

Task 3

1. prevention
2. protected
3. communities
4. special
5. committed
6. charged
7. education
8. background
9. homelessness
10. unemployment
11. raising
12. accused
13. service
14. rights

MODULE 12 SCIENCE AND TECHNOLOGY

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 C	6 B	11 D	17 D	23 A	33 C
2 H	7 A	12 H	18 H	24 C	34 D
3 E	8 D	13 A	19 B	25 B	35 D
4 G	9 C	14 G	20 C	26 C	36 B
5 B	10 C	15 C	21 F	27 C	37 A
		16 E	22 A	28 D	38 C
				29 C	39 B
				30 B	40 A
				31 C	41 B
				32 D	42 A

Part II Vocabulary Focus

Task 1

1. breakthrough
2. discovery
3. design
4. research
5. studying

Task 2

1. find out
2. natural
3. take
4. on
5. discovered

Task 3

1. artificial
2. engine
3. modern
4. on
5. observation

- | | | |
|-----------------|-----------------|--------------|
| 6. exploration | 6. update | 6. award |
| 7. technology | 7. bookmark | 7. on |
| 8. survey | 8. up | 8. succeeded |
| 9. predict | 9. downloaded | 9. to |
| 10. patent | 10. estimated | 10. order |
| 11. developed | 11. experiments | 11. cause |
| 12. invention | 12. efficient | 12. down |
| 13. confirm | 13. with | 13. out |
| 14. engineering | 14. software | 14. method |

MODULE 13 EDUCATION

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 B	11 H	17 D	23 C	33 A
2 A	7 D	12 D	18 B	24 C	34 C
3 F	8 B	13 A	19 F	25 A	35 D
4 C	9 D	14 B	20 E	26 B	36 A
5 E	10 A	15 G	21 A	27 D	37 B
		16 C	22 H	28 B	38 A
				29 A	39 D
				30 D	40 C
				31 D	41 B
				32 A	42 B

Part II Vocabulary Focus

- | <i>Task 1</i> | <i>Task 2</i> | <i>Task 3</i> |
|--------------------------------|--------------------|-------------------|
| 1. tuition fee | 1. prospectus | 1. passed |
| 2. timetable | 2. degree | 2. measure |
| 3. postgraduate | 3. qualification | 3. speak |
| 4. extra-curriculum activities | 4. to learn | 4. qualifications |
| 5. assessment | 5. awarded | 5. recognize |
| 6. bursary | 6. recognized | 6. task |
| 7. cheating | 7. held | 7. subject |
| 8. cramming | 8. doubt | 8. study |
| 9. compulsory | 9. benefit | 9. test |
| 10. assignments | 10. graduated from | 10. classmates |
| 11. grade point average | 11. revising | 11. scholarship |
| 12. certificate | 12. studying | 12. keep up |
| 13. to hand out | 13. honours | 13. fall behind |
| 14. to attract | 14. higher | 14. catch up |

MODULE 14 WORK. JOBS. EMPLOYMENT

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 A	11 C	17 E	23 B	33 A
2 G	7 D	12 G	18 B	24 C	34 B

3 C	8 B	13 F	19 G	25 B	35 B
4 A	9 B	14 A	20 D	26 A	36 D
5 E	10 A	15 E	21 A	27 A	37 A
		16 D	22 C	28 B	38 C
				29 C	39 C
				30 D	40 D
				31 B	41 C
				32 A	42 A

Part II Vocabulary Focus

Task 1

- high-paying job
- human resources
- occupation
- manager
- earn (make, take home)
- employment
- professional
- career ladder
- competition
- promoted
- salaries
- dismissed
- headhunter
- prospects

Task 2

- a (job)
- b (make)
- b (salary)
- a (unskilled part-time)
- c (retired)
- a (employment)
- b (experience)
- c (recruiters)
- a (freelancers)
- c (tax preparers)
- b (get paid)
- c (perks)
- c (increments)
- a (incentive)

Task 3

- dole
- work
- flexible
- in
- employees
- live
- work
- made
- given
- clients
- leave
- resignation
- taking
- overtime

GRAMMAR FOCUS KEYS

NOUNS

- | | | |
|------|-------|-------|
| 1. A | 7. B | 13. B |
| 2. A | 8. B | 14. A |
| 3. B | 9. C | 15. B |
| 4. A | 10. B | 16. B |
| 5. A | 11. A | 17. C |
| 6. B | 12. A | |

AMOUNT OF / THE NUMBER OF / A NUMBER OF / A QUANTITY OF / QUANTITIES OF

- | | |
|------|------|
| 1. C | 4. B |
| 2. A | 5. B |
| 3. B | |

A COUPLE OF / COUPLE

- | | |
|------|------|
| 1. B | 4. B |
| 2. A | 5. B |
| 3. B | |

MAJORITY / MINORITY

- | | |
|------|------|
| 1. A | 3. C |
| 2. A | 4. B |

POSSESSIVE 'S AND S'

1. B
2. B
3. C
4. A
5. B
6. A B
7. B
8. C
9. A
10. C
11. D
12. C
13. A
14. B
15. D

ARTICLES

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. B |
| 2. C | 12. C | 22. A |
| 3. C | 13. B | 23. C |
| 4. A | 14. C | 24. D |
| 5. D | 15. D | 25. D |
| 6. D | 16. C | 26. C |
| 7. A | 17. C | 27. B |
| 8. B | 18. B | 28. D |
| 9. A | 19. A | 29. D |
| 10. C | 20. A | 30. B |

NUMERALS

- | A. | B. | C. |
|------|------------------------------|------|
| 1. C | 1. 6-page | 1. D |
| 2. D | 2. a 12-inch | 2. A |
| 3. C | 3. Type Two face aging | 3. C |
| 4. A | 4. Four-and-a-half-year-olds | 4. B |
| 5. C | 5. half-an-hour | 5. B |
| 6. D | 6. a 15-ton | |
| 7. A | 7. a three-and-half-litre | |
| 8. A | 8. 6-foot | |
| 9. B | 9. a 16-gallon | |

- | | |
|-------|-------------------|
| 10. B | 10. a 70-year-old |
| 11. C | 11. a 5-kilo |
| 12. B | 12. a three-litre |
| | 13. a 24-hour |
| | 14. 2-metre-wide |
| | 15. a 50-pound |

**ADJECTIVES
COMPARISONS**

1. B
2. B
3. B
4. B
5. A
6. C

ADJECTIVE OR ADVERB

- | | |
|------------------|------------|
| 7. gently | 19. hardly |
| 8. unexpectedly | 20. near |
| 9. probably | 21. lately |
| 10. surprisingly | 22. free |
| 11. truly | 23. B |
| 12. deep | 24. D |
| 13. high | 25. C |
| 14. deep | 26. A |
| 15. shortly | 27. D |
| 16. late | 28. A |
| 17. near | 29. C |
| 18. highly | |

SO / SUCH

30. such
31. such
32. such a
33. so
34. so
35. so
36. so
37. so

ENOUGH / TOO / VERY

38. B
39. D
40. C
41. D
42. D
43. A
44. D
45. A

PRONOUNS

1. A
2. A
3. D
4. A
5. B
6. D
7. C
8. B
9. D
10. C

11. A
12. B
13. A
14. A
15. C
16. C
17. D
18. C
19. C
20. A

21. B
22. B
23. C
24. A
25. A
26. D
27. C
28. A
29. B
30. A

MORE MOST THE MOST MOST OF

31. A
32. C
33. B
34. B
35. C
36. A
37. B

38. C
39. A
40. C

OTHERS ANOTHER THE OTHER THE OTHERS

41. C
42. A
43. B
44. A
45. B
46. A
47. B
48. A
49. B
50. C

PRESENT TENSES

- | | | |
|-------|-------|-------|
| 1. A | 11. A | 21. C |
| 2. B | 12. D | 22. A |
| 3. A | 13. C | 23. B |
| 4. A | 14. E | 24. B |
| 5. B | 15. D | 25. D |
| 6. A | 16. C | 26. B |
| 7. A | 17. C | 27. B |
| 8. C | 18. B | 28. A |
| 9. B | 19. C | 29. C |
| 10. C | 20. E | 30. B |

PAST TENSES

- | | | |
|-------|-------|-------|
| 1. E | 11. B | 21. A |
| 2. A | 12. D | 22. E |
| 3. C | 13. B | 23. C |
| 4. B | 14. E | 24. B |
| 5. E | 15. D | 25. A |
| 6. B | 16. C | 26. A |
| 7. E | 17. D | 27. B |
| 8. C | 18. B | 28. B |
| 9. C | 19. D | 29. D |
| 10. C | 20. C | 30. A |

FUTURE TENSES

- | | | |
|------|-------|-------|
| 1. B | 11. B | 21. C |
| 2. C | 12. B | 22. C |
| 3. E | 13. B | 23. E |
| 4. E | 14. A | 24. D |
| 5. A | 15. B | 25. C |
| 6. D | 16. D | 26. C |

7. C	17. C	27. D
8. C	18. A	28. D
9. A	19. C	29. B
10. E	20. C	30. A

USED TO / WOULD

1. A
2. C
3. B
4. A
5. C

MODALS

1. A	11. B	21. B
2. A	12. A	22. C
3. B	13. C	23. A
4. A	14. A	24. A
5. D	15. B	25. A
6. B	16. A	26. D
7. D	17. D	27. B
8. B	18. B	28. C
9. C	19. B	29. C
10. D	20. C	30. B

PASSIVE VOICE

1. A	11. A	21. A
2. A	12. C	22. D
3. C	13. C	23. B
4. C	14. A	24. A
5. B	15. D	25. B
6. C	16. A	26. C
7. B	17. A	27. A
8. D	18. C	28. B
9. D	19. B	29. D
10. B	20. C	30. A

INFINITIVE AND-ING FORMS

1. A	13. C	25. C
2. B	14. A	26. B
3. B	15. C	27. B
4. C	16. A	28. A
5. D	17. C	29. C

6. A	18. B	30. C
7. A	19. C	31. C.
8. B	20. A	32. B
9. C	21. C	33. A
10. B	22. A	34. C
11. A	23. B	35. D
12. D	24. C	

CONDITIONALS

ZERO TYPE	TYPE 1	TYPE 2	TYPE 3	MIXED	WISH/ IF ONLY	CONDITIONAL EXPRESSIONS
1. A	1. C	1. C	1. B	1. A	1. A	1. C
2. C	2. A	2. C	2. B	2. C	2. C	2. A, C
3. A	3. B	3. C	3. C	3. A	3. B, C	3. B
4. C	4. A	4. C	4. D	4. C	4. B	4. D
5. D	5. D	5. B	5. A	5. D	5. A	5. B, D
	6. A	6. D	6. D	6. A	6. B	6. A
	7. C	7. D	7. B	7. C	7. A, D	7. A, D
	8. D	8. A	8. B	8. B	8. C	8. B
	9. A	9. D	9. A	9. D	9. B	9. C, D
	10. D	10. D	10. D	10. D	10. A	10. A

PREPOSITIONS

1. A	11. A	21. D
2. A	12. D	22. A
3. B	13. D	23. B
4. A	14. C	24. D
5. B	15. A	25. B
6. C	16. B	26. A
7. C	17. A	27. D
8. A	18. B	28. B
9. D	19. D	29. D
10. A	20. A	30. B

REPORTED SPEECH

1. C	11. B	21. B
2. D	12. C	22. B
3. A	13. A	23. A
4. A	14. D	24. D
5. B	15. B	25. C

- | | | |
|-------|-------|-------|
| 6. C | 16. B | 26. A |
| 7. A | 17. B | 27. B |
| 8. B | 18. C | 28. C |
| 9. C | 19. D | 29. B |
| 10. D | 20. B | 30. D |

QUESTION TAGS

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. C | 12. B |
| 3. B | 13. A |
| 4. D | 14. C |
| 5. D | 15. C |
| 6. D | 16. D |
| 7. B | 17. A |
| 8. C | 18. A |
| 9. C | 19. D |
| 10. D | 20. C |

SHORT ANSWERS

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. A | 12. B |
| 3. B | 13. A |
| 4. A | 14. C |
| 5. D | 15. B |
| 6. A | 16. B |
| 7. B | 17. B |
| 8. A | 18. A |
| 9. A | 19. C |
| 10. D | 20. B |

CONFUSING WORDS

- | | |
|----------------|-----------------|
| 1. lose | 22. corroborate |
| 2. loose | 23. beside |
| 3. affected | 24. besides |
| 4. effect | 25. economic |
| 5. compliment | 26. economical |
| 6. complements | 27. sole |
| 7. than | 28. soul |
| 8. then | 29. root |
| 9. quiet | 30. route |
| 10. quite | 31. desserts |
| 11. accident | 32. desert |
| 12. incident | 33. allusion |
| 13. accept | 34. illusion |
| 14. except | 35. perspective |
| 15. principle | 36. prospective |
| 16. principal | 37. implies |

- 17. personal
- 18. personnel
- 19. moral
- 20. morale
- 21. collaborate

- 38. infer
- 39. deny
- 40. refused
- 41. borrowed
- 42. lend

WORD FORMATION

- 1. B
- 2. A
- 3. A
- 4. B
- 5. C
- 6. B
- 7. C
- 8. A
- 9. D
- 10. B

- 11. C
- 12. B
- 13. A
- 14. A
- 15. C
- 16. A
- 17. B
- 18. A
- 19. C
- 20. A

- 21. B
- 22. D
- 23. A
- 24. B
- 25. D
- 26. B
- 27. A
- 28. C
- 29. A
- 30. D

PHRASAL VERBS

- 1. A
- 2. B
- 3. A
- 4. A
- 5. B
- 6. A
- 7. B
- 8. C
- 9. A
- 10. C
- 11. B
- 12. A
- 13. B
- 14. C
- 15. A

- 16. C
- 17. D
- 18. C
- 19. A
- 20. B
- 21. A
- 22. D
- 23. D
- 24. D
- 25. C
- 26. C
- 27. A
- 28. A
- 29. A
- 30. B

- 31. A
- 32. B
- 33. C
- 34. A
- 35. A
- 36. A
- 37. B
- 38. B
- 39. A
- 40. A
- 41. C
- 42. A
- 43. D
- 44. B
- 45. B

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Посібник для підготовки до вступу в магістратуру

Pathway to Master's

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